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The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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S A F E T Y

Volume
XXIX

No. 1

Section
One

E^{ducation}

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



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Highest ranking
elementary school
is honored with

SEP 1 1949

New Mexico College of Agriculture
and Mechanic Arts

Roy Rogers Safety Sward

ROY ROGERS, "King of the Cowboys," is donating and presenting a silver trophy traffic safety award to the elementary school with the best traffic safety record for the past school year. The trophy is an annual award going to the qualifying school in the country which has met certain standards.

A committee of seven judges, headed by Roy Rogers, evaluates the traffic safety activities of the elementary schools which have been nominated as outstanding in the field of traffic safety and, as such, are eligible for the award.

Judges of the contest are: Roy Rogers; Dr. Wayne P. Hughes, director of the School and College division, National Safety Council; Joan Bennett; Alice Faye; Jean Hersholt; Jeanette MacDonald and Maureen O'Sullivan. The decision of the judges is final and all entries remain the property of the award committee; none will be returned.

Each school which participates in this annual presentation is nominated by the school superintendent, a P-T-A member, a member of the school board or a prominent citizen who certifies that the qualifications were met by the school. Samples of the work done in traffic safety are submitted along with each nomination. All entries are to be mailed before July 15 each year.

One of the qualifications for this award is that the school must have had no pupils known to have been injured in traffic accidents while traveling to and from school or on streets adjacent to the school grounds.

In addition to this qualification, schools must participate in certain other activities. Specific questions must be answered by the nominated school. Some of these are:

1. Has the school conducted a safety inspection of the school buildings and grounds?
2. Has the school had an active safety program among school papers?
3. Does the school hold meetings of the pupils' safety organizations, such as the junior safety council, school safety patrol, school building patrol and monitors, bicycle club, etc?

4. Have the school pupils formulated a code for safe living?
5. Has the school arranged for younger pupils to have supervised practice in crossing the streets, in fire drills, using school equipment and using transportation equipment?
6. Does the school have students draw posters or create other artwork emphasizing safety?
7. Does the school maintain a safety exhibit or a safety bulletin board?
8. Does the school hold at least one safety assembly a year?
9. Does the school participate in standard student accident reporting and analysis, as recommended by the National Safety Council?

All entries are judged on the basis of breadth of the education program, indicated effectiveness of the safety program and on originality of educational material.

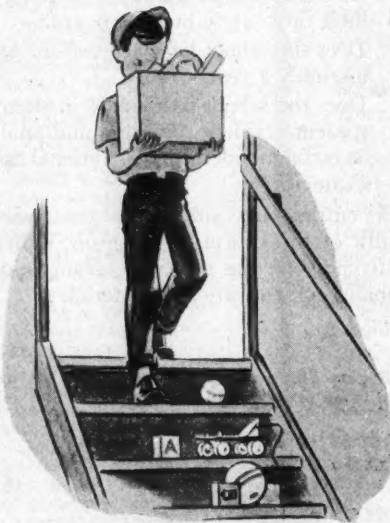
Roy Rogers, "King of the Cowboys," and the trophy award to be presented to the highest ranking school.



New lesson unit and
booklet bring
millions challenge—



Carl and Kitty Careless



Sid Sloppy



Philip Falls

LET'S PLAY SAFE!

A COMPLETELY new idea in the field of safety lesson units has been successfully launched by the Seiberling Rubber company, in co-operation with the child safety campaign of the National Safety Council this year. Public and parochial schools across the country have responded to the idea with their complete approval of the teaching aid, and to date have ordered nearly a million copies of the lesson unit, and the accompanying booklet "Let's Play Safe!" for use in their safety courses of study.

The safety lesson unit and the accompanying booklet are uniquely integrated together to make a comprehensive totality for teaching child safety to the upper elementary pupils and the junior high school students.

Many individual and class projects and activities, quizzes and problems are written into the four page lesson unit which has been planned to help the busy teacher in the teaching of safety. Page references to answers in the booklet to one of the quizzes are listed for the convenience of those using the unit.

The 25 page booklet "Let's Play Safe!" is cleverly illustrated with sketches in four colors of safe and unsafe practices indulged in by children. The text of the book explains the pictures and gives the pupils a selection of three answers to choose from in deciding what the person in the picture is doing right or wrong. The names given to the picture characters coincide with the safe or unsafe practice which is followed.

The safety lesson unit was prepared with the co-operation of Helen Halter Long, author of the monthly lesson unit outlines in SAFETY EDUCATION.

Requests for the booklet and the safety lesson unit should be addressed to the National Safety Council, 20 N. Wacker Dr., Chicago 6, Ill.

Safety Education for September, 1949

PRE-COLLEGE *Safety Education*

by DE WITT HUNT

AS a participant in, and an observer of, safety education activities I have noted in recent years certain trends in that area of the safety movement which I prefer to call "Pre-College Safety Training."

Perhaps I should say characteristics rather than trends, because I have in mind such things as the growth and extent of safety education, the manner in which state departments of education are combining safety with other functions, and the effects of nonschool agencies upon school safety programs.

In the discussion of a subject as extensive as this one, however, it is advisable to define our terms at the outset.

In the first place, what is "safety training"? Again, what is the extent of the time indicated by "pre-college"? While many definitions of safety instruction have been examined in the preparation of this article, an original definition is offered here:

"Safety education and training" is the term applied to all planned programs of study and activity in which children (and adults) are taught to avoid having accidents in which materials and items of value are destroyed or as a result of which the individual may be injured or killed.

With our terms defined, we can discuss the characteristics of pre-college safety training.

Of course, the most dominant characteristic of pre-college safety training today is its size and extent. More and more schools are finding more and more ways to teach safety. The numbers and activities of the persons and organizations participating in safety training are continually increasing.

As the field of safety education has expanded, many states have established state supervision over school safety programs. This supervision is generally combined with that

of health and physical education. I feel this combination is regrettable.

Ours is an age of specialization, and it is easy to recognize that conventional physical education people who direct physical education classes, games and recreational activities might not be interested in or qualified for the supervision of a health program in a city school system.

These same persons are even less qualified by interest or training to direct the safety program. Safety education is so different from health education and so opposite to physical education and recreation that it is doubtful if, in many cases, one person can perform effectively in all of these areas.

To add confusion to an already overburdened area of public education, a fourth responsibility, recreation, is often added to this group and the title "Director of Health, Physical Education, Recreation, and Safety" is occasionally seen upon state rosters.

As the interest in and activity on behalf of safety have increased, there has been an increasing participation in school safety by organizations outside of schools. As it happens, the changes in educational philosophies and teaching techniques are sometimes forced into our schools by outside agencies.

For example, driver education and training is being widely accepted as a standard program in American high schools. Yet its need has been recognized, and its methods and practices have been developed by such nonschool agencies as the Association of Casualty and Surety Companies, Accident Prevention Department and the American Automobile Association.

Even instruction in first aid, which likewise should be a part of the education of all American youth, has been developed by the American Red Cross. This agency has also perfected an excellent plan of water safety instruction. Accident prevention is being given some attention.

(Please turn to page 31)

DR. HUNT is head of the department of industrial arts, education and engineering shopwork, Oklahoma A. and M. college, Stillwater, Oklahoma.



"Sky" King and "Peter Pan" read SAFETY EDUCATION magazine and visit the Council's home office.

"SKY" KING, famous radio personality, has been appointed a safety deputy by the National Safety Council for his work in the field of child safety.

The presentation was made recently when "Sky" King, through his sponsor, Derby Foods, Inc., offered his services to the Council.

When "Sky" King made personal appearances last year in different parts of the country, he consistently talked about safe practices which children should follow. On some occasions, special programs with a safety theme were presented.

In Jacksonville, Florida, last year, "Sky" King appeared to the entire student bodies of 35 schools. In his safety message he stressed child accident prevention. J. M. Chupp,

For outstanding work
in child safety NSC
appoints radio star

"SKY" KING, *Safety Deputy*

president of the Jacksonville Safety council, commenting on the program said, "We feel that 'Sky' King's appearance was tremendously beneficial. 'Sky' King is a hero and an idol to children in grades from three to seven, and we know of no more effective way that we could have reached our children with a safety message than through him. It has been a pleasure to have him as our guest and to work with him in his safety endeavor."

Ned H. Dearborn, president of the National Safety Council, heartily accepted "Sky" King's services. After "Sky" King was appointed safety deputy, Mr. Dearborn urged him to do all he could to prevent the tragic toll accidents exact each year among the children of the nation.



Ned H. Dearborn, president of the Council, presents "Sky" King with his safety certificate.

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Charting progress
in children's growth
to aid them in

GROWING SAFELY

by R. L. BARRICK

THIS chart is an outgrowth of a curriculum study now in progress for the purpose of writing a safety education course for kindergarten through twelfth grades. It was conceived primarily as a teacher aid. School, home, fire, traffic and recreation safety are the areas considered. The chart is in terms of behavior which the pupil should develop at each of four levels.

It is hoped that the chart will eventually become part of a course of study. The chart is intended to point out generally what is to be emphasized at each grade level.

This activity was an outgrowth of a project started by Niles Anderson who was formerly supervisor of the section on safety education of the Pittsburgh Public schools.

SCHOOL SAFETY ACHIEVEMENT CHART

The Pupil:	Kd.- 3	4- 6	7- 9	10- 12
1. Displays safe conduct in school routine: entering and leaving, using corridors and stairways, lavatories and drinking fountains, opening doors	x	x	x	x
2. Displays safe conduct in uncontrolled play on school grounds and playground	x	x	x	x
3. Obeys school rules, including directions of safety patrols	x	x	x	x
4. Displays safe conduct on excursions	x	x	x	x
5. Uses, carries and passes work tools in a safe manner	x	x	x	x
6. Uses furniture and equipment in a safe manner	x	x	x	x
7. Reports all injuries to teacher ..	x	x	x	x
8. Knows and co-operates in fire drill rules	x	x	x	x

MR. BARRICK is acting supervisor of the section on safety education of the Pittsburgh public schools, Pittsburgh, Pa.

9. Avoids horseplay and practical jokes	x	x	x	x
10. Is conscious of need of orderliness and cleanliness—picks up debris, hangs up wraps, puts away books, materials and tools	x	x	x	x
11. Exhibits courtesy to others—teachers, custodians and other pupils ..	x	x	x	x
12. Is conscious of accident hazards and aware of the school safety program	x	x	x	x
13. Participates in pupil safety organizations—clubs, councils, patrols, gym and shop groups, excursion leaders	x	x	x	
14. Displays safe conduct in use of special areas; gymnasium, pool, showers, dressing room, cafeteria, auditorium, laboratories, shops	x	x	x	
15. Understands the social problem of accidents and how it is being met—school, home, industry, traffic, public			x	x

HOME SAFETY ACHIEVEMENT TABLE

The Pupil:	Kd.- 3	4- 6	7- 9	10- 12
1. Uses stairs in a safe manner....	x	x	x	x
2. Carries objects in a safe manner.	x	x	x	x
3. Keeps objects out of nose, mouth and ears	x	x	x	x
4. Recognizes tripping hazards—keeps walking areas clear; puts away toys	x	x	x	x
5. Recognizes hazards of falling from high places: avoids leaning out of windows or against screens; uses stepladder or firm chair to reach high places	x	x	x	x
6. Recognizes hazards of falling from insecure footing: walks carefully on throw rugs and slippery floors; is careful in bathtub	x	x	x	x
7. Recognizes hazards of darkness: uses lights at night	x	x	x	x
8. Recognizes miscellaneous injury hazards; co-operates in good house-keeping to pick up pins and needles, sharp objects	x	x	x	x

9. Uses home tools in a safe manner, especially cutting tools.....	x	x	x	x
10. Keeps fingers and loose clothing away from moving machinery.....	x	x	x	x
11. Uses and stores garden tools in a safe manner	x	x	x	x
12. Understands danger of firearms: avoids touching any gun without permission; considers all guns loaded	x	x	x	x
13. Recognizes danger of suffocation; keeps clothing away from baby's face	x	x	x	x
14. Understands danger of carbon monoxide poisoning; keeps garage doors open when motor is running; has ventilation for all gas fires....	x	x	x	x
15. Understands poison hazards of medicine cabinet	x	x	x	x
16. Avoids drinking, eating or tasting anything that is not known to be pure	x	x	x	x
17. Understands shock hazards in use of electricity: avoids dampness when using appliances; disconnects appliances immediately after using; keeps wiring in good condition; does not play with electricity.....	x	x	x	x
18. Keeps away from stove unless engaged in cooking	x	x	x	x
19. Recognizes and guards against burn hazards when cooking: turns handles to side or back of stove....	x	x	x	
20. Takes precautions in use and storage of disinfectants and insecticides	x	x	x	
21. Makes a home safety inspection at least yearly to eliminate hazardous conditions	x	x		
22. Understands social problem of home accidents, and techniques of home accident prevention.....	x	x		

FIRE SAFETY ACHIEVEMENT TABLE

The Pupil (Preventive Actions)	Kd.-	4-	7-	10-
	3	6	9	12
1. Does not play with matches or fire	x	x	x	x
2. Keeps a safe distance from fire..	x	x	x	x
3. Keeps combustibles away from fire	x	x	x	x
4. Avoids fire hazards in seasonal decorations: Halloween, Christmas, parties	x	x	x	x
5. Stays in attendance at outdoor fires	x	x	x	
6. Disposes of matches and extinguishes fire in a safe manner.....	x	x	x	
7. Is careful in use of gas appliances	x	x	x	
8. Is careful in use of electrical appliances	x	x	x	
9. Keeps electric wiring in good condition and uses proper fuses....			x	x
10. Has utility (gas and electric) repairs made by competent workmen			x	x
11. Uses nonflammable cleaning fluids when possible.....			x	x
12. Follows precautions in using flammable liquids			x	x
13. Understands and prevents spontaneous combustion			x	x

14. Appreciates relationship between good housekeeping and fire prevention	x	x		
15. Makes a home fire inspection at least yearly, including furnace and heating plant	x	x		
16. Understands the social problems of fire safety.....	x	x		
17. Understands how the community is organized for fire prevention....	x	x		
(Remedial Actions)				
18. Reports fire immediately to older persons	x	x	x	x
19. Knows how to call fire dept. and how to turn in fire alarms....	x	x	x	x
20. Knows what to do if clothing catches on fire.....	x	x	x	x
21. Has a planned procedure in case of fire at home—a home "fire drill"	x	x	x	x
22. Looks for fire extinguisher signs in public places.....	x	x	x	
23. Knows how to extinguish different type fire: wood & paper; grease, oil & gasoline; and electrical.....	x	x	x	
24. Understands nature and use of different type fire extinguishers....	x	x		
25. Understands nature or "chemistry" of fire.....	x	x		

TRAFFIC SAFETY ACHIEVEMENT TABLE

The Pupil:	Kd.-	4-	7-	10-
	3	6	9	12
1. Knows his name, address, school and what to do if lost.....	x	x	x	x
2. Recognizes traffic dangers.....	x	x	x	x
3. Adjusts to unusual conditions: rain, snow, darkness.....	x	x	x	x
4. Follows safest way to and from school	x	x	x	x
5. Keeps on sidewalk and crosses streets carefully; walks on left of roadway where there are no sidewalks	x	x	x	x
6. Obeys traffic signs and signals..	x	x	x	x
7. Obeys safety patrol, and uniformed police and firemen.....	x	x	x	x
8. Plays in safe places.....	x	x	x	x
9. Rides sidewalk vehicles safely: skates, scooters, tricycles, wagons..	x	x		
10. Rides in and gets on and off autos, street cars and buses in a safe manner	x	x	x	x
11. Uses revolving doors, elevators and escalators in a safe manner....	x	x	x	x
12. Exhibits courtesy in his traffic conduct	x	x	x	x
13. Rides a bicycle safely.....	x	x	x	
14. Understands the social problem of traffic accidents.....			x	x
15. Understands how the community is organized to control traffic and prevent accidents.....			x	x
16. Understands principles of safe driving			x	x
17. Drives an automobile safely...				x

(Please turn to page 35)

Playground bicycle demonstrations aid in teaching pupils



by THOMAS B. F. SPANGLER
and DALIBOR W. KRALOVEC

BICYCLE demonstrations as developed in the Philadelphia Public schools have become a very valuable addition to the bicycle safety program.

The first step in developing bicycle demonstrations consisted of a full discussion of the project by Safety Patrol members from several schools and by the safety commission of the Frankford High school. This group planned bicycle demonstrations as a practical means of stimulating interest and enthusiasm in bicycle instruction for older elementary and secondary school students.

The bicycle activities co-operatively conducted by teachers, pupils, parents, police and automobile clubs include many valuable contributions to the total bicycle safety program.

A street intersection is painted on the playground or school yard, for the bicycle demonstrations. The streets of this intersection are 35 feet wide. A center line is painted on one of the streets, and wooden blocks are spaced on either side of the center stripe about 6 feet apart. A distance of 5 inches is between the blocks in each set. The center stripe is approximately 75 feet long.

Another important part of the bicycle demonstrations is the inspection of the bicycles participating in the activity. All important parts of the bicycle are checked.

Parts Inspected	Major Points Inspected
Wheels	Run freely and true Spokes in good condition Cones and nuts properly adjusted
Seat	Proper height for leg length Parallel to ground
Handlebars	Nuts and bearings adjusted Grips tight Parallel to ground
Signals and Lights	Proper placement and adjustment

Tires

Properly inflated

No tape to cover punctures

Chain

Proper tension

Brakes

Capable of stopping bicycle

Pedals

Free and in good condition

Frame

Not broken

Each bicyclist in the demonstration must use the proper signals for turning. This is another point in judging. Along with the use of the proper turning signals, the correct riding procedure in turning must also be used.

The bicyclist rides very slowly along the center stripe on the "road" for its total distance of 75 feet. To be judged as having good balance, the rider must stay within a 3 foot lane.

The bicyclist is required to ride along the center stripe between six pairs of wooden blocks placed at six foot intervals with a five inch clearance between the blocks of one set. To qualify in this test, the bicyclist must not touch any of the blocks.

The foregoing bicycle demonstration activities are suggestive of the type of stimulating instructive techniques that may be employed as a part of a bicycle safety program or campaign. Outdoor demonstrations of this nature can do much to arouse interest in bicycle safety throughout the country.

It is too early to forecast the results of these demonstrations in terms of reduction of bicycle accidents; nevertheless, if the stimulation of interest in safe bicycle practices is any indication of progress—then bicycle demonstrations are heartily to be recommended. Of course, these demonstrations represent only a small part of the total bicycle safety program which is being carried on in the Philadelphia Public schools.

MR. SPANGLER is principal of Carnell Public school, Philadelphia, Pa., and MR. KRALOVEC is safety assistant of the Philadelphia Public schools.

Let's look at the record of Detroit school program of

School Shop Safety

by ROBERT A. MARTIN

SO you don't have any serious accidents in your school shop! Have you studied the accident reports? Or don't teachers bother to make them out except when the pupil is hospitalized? Too often, blissful ignorance of accident facts is responsible for the lack of an adequate school shop safety program.

In working out a program, we first have a number of questions to answer. What problems are peculiar to our schools and to our community? Is our present program taking care of our most troublesome areas? Where do we exceed and where do we fall short of the mark? The answers can be found by examining our record over the years.

Let's take a typical scene in a school shop one afternoon. It is 1:15 p.m. and near the close of the period. Cleanup time is approaching. The teacher is examining a piece of work belonging to one of the boys. A student rushes up excitedly:

"Bill's fainted."

"Where is he?" asks the teacher hurriedly.

"He's on the floor back by number eight lathe," the lad says pointing toward the lathe section of the shop.

Upon examination, it was found that the boy was not hurt badly. The work in the wood lathe had not been secured tightly enough and the circular motion of the work had thrown it in the direction of the boy's head. The work had struck him in the face near the left eye and had broken the skin slightly and had knocked the boy out.

The last class in the afternoon being over, the teacher prepares his report on the accident: time, place, tool or equipment involved, nature of injury, who administered first aid and disposition of the case.

From 1938 to 1944, 3,000 of these reports on school accidents were filed with the safety education department of the Detroit schools.

Detroit accident record might seem terrifically high but actually, on the basis of the number of student hours of instruction, De-

troit's rating is very good. The accident reporting efficiency in Detroit is higher than that of almost any other city in the country, and our school shop accident record is one of the best among the large cities.

Similar reports are made in other communities. These reports offer a field for study of the local picture. Let's look at the record of Detroit school accidents to show the situation in the Motor City.¹

Our conclusions can best be given under four headings commonly found in report forms: the time factor, place of occurrence, tools and equipment involved and nature of the injury.

The Time Factor

No variation was found in the Detroit reports from the unanimous conclusions of other studies on time of day and day of the week when the number of accidents are highest. The morning is generally accepted as the greatest accident period with 10 o'clock as the peak. Two o'clock in the afternoon is the other high point. Wednesday is the day when most accidents occur.

The reports differ slightly from the national studies on accidents by months. Over a period of six years, May was found to be the month with the highest number of accidents. In Detroit, March ranked second with October a close third.

A very decided upward trend in the number of accidents began in 1939-1940 which reached its peak in 1941-1942. There was a more decided decline in 1942-1943 to what might be called a normal accident rate.

Place of Occurrence

What kind of shops have the most frequent accidents?

¹This is a *Study of Reported School Accidents in the Detroit Public Schools from 1938 to 1944*. The information is based on approximately 3,000 reports. Since the data were extensive, we concentrated upon only a few problems of school safety. An effort was made to answer a few significant questions concerning school activities, particularly those involving shop work. Further details, tables and charts are available in the complete study.

MR. MARTIN is teacher of industrial education of Miller High school, Detroit, Michigan.

In Detroit, shops and laboratories, such as mechanical drawing and print shop with few or no machines or accident-provoking tools, have the least accidents. Also, the special shops—auto, foundry, patternmaking—in the more advanced school levels have few accidents.

Mishaps seem to cluster in the four basic shops: household mechanics, metal, machine and wood. It was interesting to note that the woodshop which showed the largest percentage of total number of injuries in 1938-1939 steadily lowered its accident rate through the years. On the other hand, the machine shop, which showed only 5 per cent of the total injuries in 1938-1939, gradually increased to 25 per cent during 1943-1944. (Detroit experience is atypical, as see later explained.)

Tools and Equipment Involved

In this section Detroit reports show some data that give results at variance with the conclusions found by Hughes.²

Hand tools generally cause more accidents than machine tools, but in Detroit we find machine tools contribute to about as many accidents as hand tools. The wood and metal lathes rank first and third respectively and the grinder ranks fifth in order of number of accidents caused. They hold very close to this position for seriousness of accidents caused as evidenced by the number of days lost.

²*Safety Procedures in the School Shop*. New York University, 1942, pp. 84.

The saw, grinder, knife and lathe are the most dangerous tools in Detroit school shops. This is contrary to the often heard assertion that the chisel causes more accidents than any other hand tool. We also find that the lathes and grinders cause more difficulty than the frequently reported jointer and circular saw. This is quite understandable when it is pointed out that there is very little wood-working in Detroit schools.

The metal lathe causes the most serious injuries as evidenced by our criterion of days lost. The number of reports on the saw have been decreasing while the accident reports on machine tools show an increase.

Nature of the Injuries

Hands and fingers are subjected to the greatest number of injuries. The eye is next most frequently involved.

In the year 1940-1941 injuries aside from hand, fingers and eyes climbed to 46 per cent of the total number of accidents.

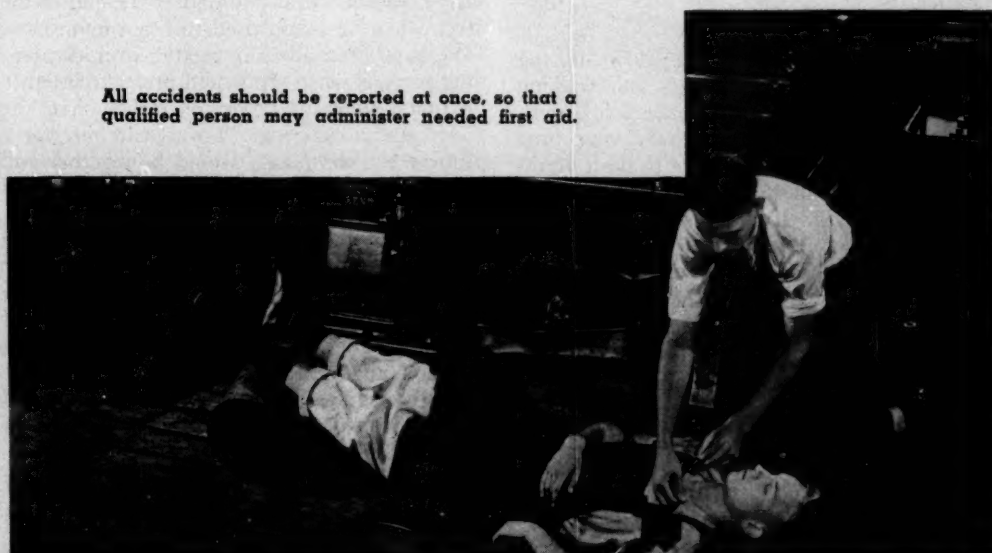
Lacerations, including cuts, abrasions, scratches and punctures are by far the most frequent type of injury.

General Conclusions

It would seem from our analysis of the available reports that certain general conclusions may be reached in addition to the more specific ones we have already indicated.

1. We might say that really complete helpful results cannot be obtained until accidents
(Please turn to page 35)

All accidents should be reported at once, so that a qualified person may administer needed first aid.



Ed Hudson enters homes each day with personal messages.



and a DISC JOCKEY

by PETER P. CARTER

AN announcer in York, Pennsylvania, by the name of Ed Hudson gained considerable popularity as a disc jockey over station work, a National Broadcasting affiliate. His program was a series of popular records interspersed with brief commercials and appropriately titled "Sunrise Serenade."

Hudson's voice was as clear as a bell with enough of a southern drawl to make it warm, human and effective. His commercials were not of the crisp stereotyped nature but warmly and humanly presented so as to arouse the attention of his listening audience.

One morning Hudson had a few minutes of spare air time, and he was bored with the usual "corny" jokes. In a flash, it came to his mind that all the school kids of York and their mothers and fathers were home at breakfast during this hour. It also occurred to Hudson that it was one of the few times of day that he could get the family group together. Loving kids and realizing that the needless maiming and killing of humanity through accidents was a pitiful waste of human lives, he spilled out his heart to his listeners in a few brief sentences that went something like this:

"By the way, kids, you will all be shoving off to school in a few minutes and walking is difficult. Why don't you leave a few minutes earlier so that you can take your time walking and you will not have to dash across the streets without looking. The same goes for you, too, dad. If you will leave five minutes earlier this morning, you can keep your car speed down to a safe level, and you will have more time to watch the street corners and other drivers."

We must admit that our disc jockey had a lot of nerve to step into a family circle and attempt to give advice. But what might appear to be boldness was in reality a gentle plea toward safer and happier living.

MR. CARTER is director of the department of health, safety and physical education in the York (Pa.) Public schools.

Ed Hudson kept this up morning after morning throughout the winter—giving advice, making suggestions, kidding, cajoling, dazzling his listeners into starting each day with some brief safety thought. He talked to young school children; he talked to dad; he talked to mechanics about their attitudes in the shop; he asked mom to keep her eyes open in relation to cooking, cleaning and her care of pre-school children during the day. He never bawled anyone out, and his tone was never reprimanding. He projected his personality right into the home as though he were sitting at the breakfast table with the family.

The writer had a conference with Mr. Hudson one day and asked him why he had chosen that time of the day for a continuous barrage of safety messages, advice and slogans. His answer marked him as an educational psychologist without benefit of a university degree.

He said, "Mr. Carter, we have been preaching safety education over the air waves for a long time. We have been talking to youngsters when they were not at their radios. We have been preaching to dad at the end of the day when he is too tired to listen or to care. We have been advising mother in mid-morning sessions when she would prefer to listen to national hook-up programs rather than the local station offerings. I was searching for a time when the family would be together and when their minds and their thoughts would be fresh and when there was a family solidarity so that I could talk to everyone in a free manner. Breakfast time seemed to be that time. Most everyone is eager to start a new day; minds are fresh and receptive and if some thought is planted in the morning, it has a good chance to survive the day. If that thought is a safety thought, it has a good chance to survive the potential hazards of the day."

One day Ed Hudson didn't give his bits of "homey" safety advice. If there were any
(Please turn to page 31)

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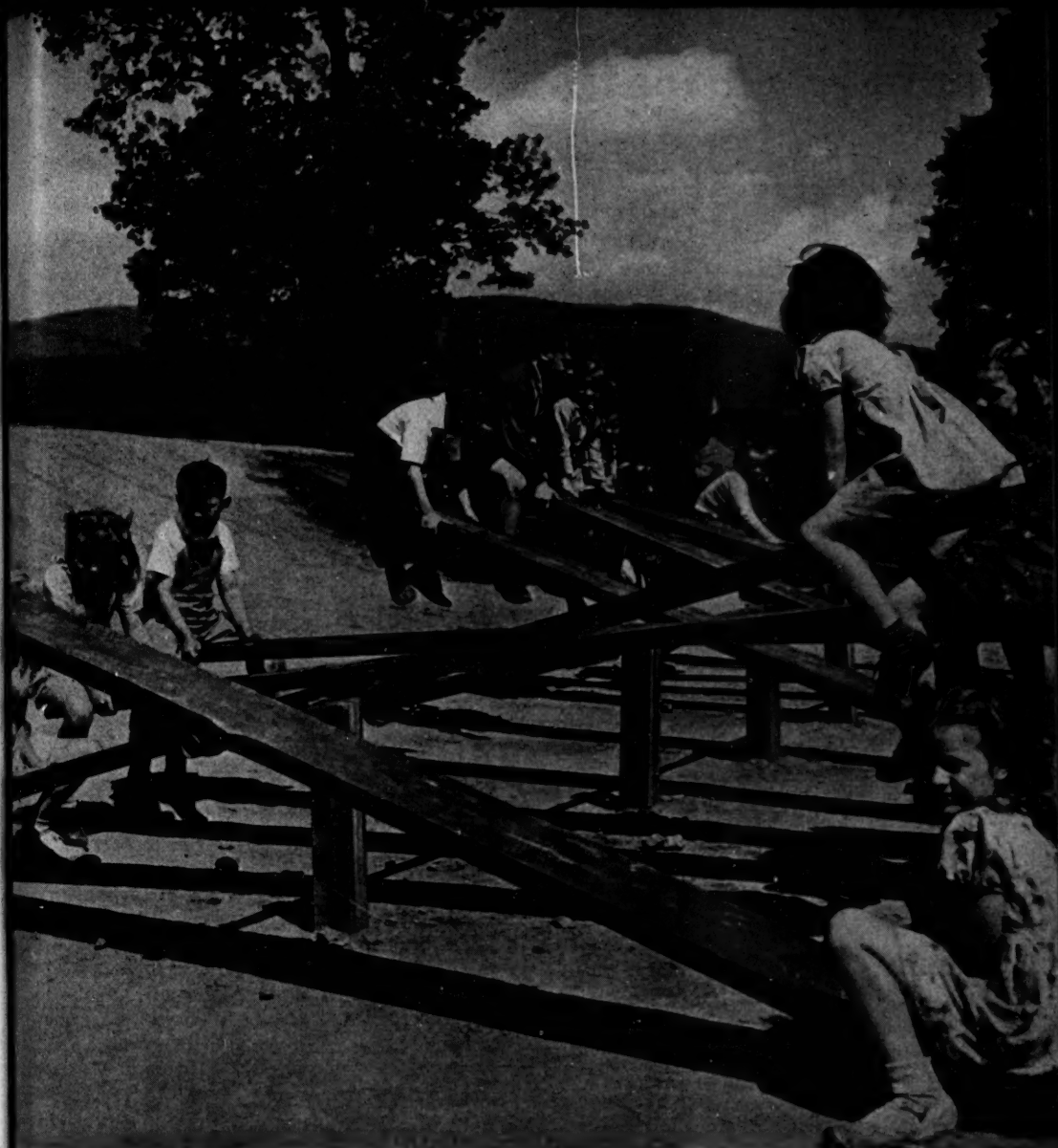
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To keep playgrounds
play grounds for all,
let us teach them

PLAYGROUND PRECAUTIONS

by BENA M. PETERSON

DO YOU know how to make school days safe days?

Do you know how to choose a safe place for your ball game?

Do you know how to use the school playground apparatus safely and correctly?

Safety Education for September, 1949

Do you know what hand signals to make on riding a bicycle?

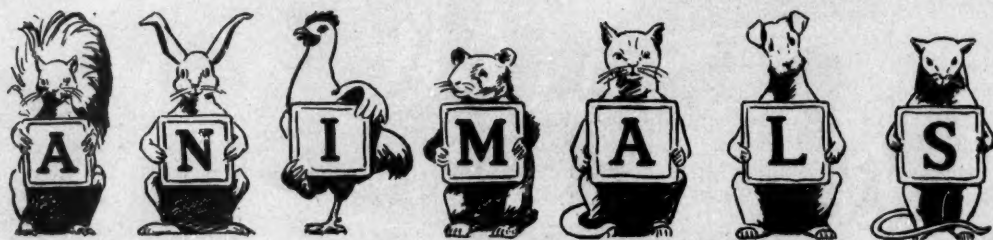
(Please turn to page 32)

MISS PETERSON is a training teacher at Northern Illinois State Teachers college, De Kalb, Ill.

safety education

data sheet--

no. 37



in the Classroom

Statistics

1. There are no national statistics available on injuries to children caused by animals, and in the case of animals kept in the classroom, the total of injuries has never been very large because of common-sense practices in selecting and handling the animals.

Purpose

2. This data sheet is directed towards keeping the total of such injuries at its present low by serving as a guide to those who plan to keep animals in the classroom and as a safety reminder to those who already have animals in the classroom. Children can learn, with safety, proper handling methods which can be utilized in their dealing with pets and other animals in every day life.

Cages

3. The types of cages needed depend to a large extent on the types of animals involved.

In the case of gnawing animals, such as mice, rats, rabbits, squirrels, hamsters, etc., all wooden parts of the cage should be either on the outside of the cage or be covered with wire mesh. Otherwise the animals may gnaw their way to freedom.

4. The fineness or closeness of wire mesh or cage bars needed again depends on the type of animal. If the animal is likely to bite, children should not be able to put their fingers inside the cage.

5. No splinters, sharp edges, protruding wire or nails should be present either inside or outside the cage. Scratches or cuts caused by animals or animal cages can be especially dangerous. These should be treated immediately with iodine or some other good antiseptic. Some diseases which certain animals may carry can only be contracted through a cut or scratch. For this reason, no one with open or uncovered scratches or cuts on the hands should handle animals.

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6. The cage should be so constructed that it is easily cleaned. As a rule, cages with a bottom tray which can be withdrawn without opening or lifting the cage are the best and most practical because there is then no need to handle the animals, and there is no danger of the animals escaping while the cage is being cleaned.

7. Since children may be allowed to help feed the animals, food containers of plastic, thick earthenware or metal are more suitable than glass containers which can be broken and cause cuts.

8. Aquariums, terrariums and vivariums should be placed where they cannot be too easily reached by the children. Otherwise the children may accidentally tip them over and break them before the teacher can prevent it. And, if the children are allowed to help clean aquariums, etc., they must be watched so they do not accidentally break the glass and possibly receive severe cuts.

Handling

9. A major requisite in handling animals is to get them while they are still young enough to tame and train or to get only those that have been trained to tolerate handling.

10. After the teacher becomes acquainted with the animals and learns to handle them properly and safely, she must then insist that the proper practice be followed by any child who handles the animals. An animal which is picked up the same way every time will understand and recognize this as normal and will remain docile. A method of handling strange to the animal may frighten or excite it and cause it to bite or scratch. No animal should ever be picked up suddenly.

11. Animals in the classroom should be handled often so they do not have the opportunity to become too wild or frisky. On the other hand, an unreasonable amount of handling should also be avoided. They also must be well fed since underfeeding will make them mean and cross, but no animal should be touched or otherwise disturbed while it is eating. It is instinctive for animals to protect their food by biting or scratching.

12. Some children apparently enjoy teasing animals. A close watch must be kept for such actions since teasing will make any animal mean, and children may be injured as a consequence.

13. Rats are most properly picked up by the scruff or nape of the neck.

14. Rabbits are best lifted by the scruff with their back legs held away from the person who is doing the lifting. Since rabbits can deliver a very strong kick with their hind legs and consequently rake and scratch with their claws, when lifting a rabbit one hand should be placed under the rabbit's seat to prevent kicking.

15. Hamsters and mice may be picked up by the scruff, but they can also be gathered up in the hand if they are trained that way from the beginning.

16. The female hamster is sometimes quite vicious when pregnant (which is often). She should not be handled any more than absolutely necessary during this time and only by the teacher. Handling is most safely done by scooping up the female in a can or jar or other container.

17. Remember that animal mothers defend their young very fiercely. If the babies are to be handled, the mother should be removed so that she cannot see them being touched by anyone.

18. At all times when animals are handled, make no sudden moves in their direction. Almost any animal's reflex action will be to bite or scratch. Gentleness and knowledge of proper handling by everyone concerned are the safest methods.

Precautions

19. Children often attempt to touch an

Animals have become valuable teaching aids and sources of pleasure to young children in classrooms.



animal while it is in the cage. If fingers are pushed between the bars or through the wire mesh of the cage, most animals will nibble or bite if for no other reason but curiosity. A caged animal will "sample" almost any object pushed into the cage. Keep fingers out of the cage.

20. Certain animals, among them hamsters, frequently awoken from a heavy sleep and eat with their eyes closed. If a finger is touched to their nose while they are sleeping, they will arouse themselves sufficiently to bite at the new "food." Such action is almost reflexive.

21. Even rabbits will unknowingly (since they normally don't bite) cause a biting injury if they are fed by hand and the fingers are held too close to the food.

22. In the extremely rare cases where a rabbit bites humans deliberately, the animal should be gotten rid of at once.

23. In many instances animals are friendly enough to be let out of their cages in the classroom. Some of them even enjoy romping with the children. This practice is dangerous since the animal may stop suddenly

Friendly dogs, brought from pupils' homes, may help illustrate proper care and handling of animals.

Photograph by Robert A. Jakobsen of the Los Angeles Times. From "Great Pictures—1949," the book of the sixth annual News Pictures of the Year competition jointly sponsored by the Encyclopaedia Britannica Book of the Year and the University of Missouri School of Journalism.



and cause a tripping accident. Anyone pursuing an animal might also be injured by tripping over some object in the classroom.

24. Some animals kept in the classroom may be quite tame, but, since they are extremely excitable, they must be handled with caution and by the teacher only—except, possibly, for feeding. Squirrels fall in this category, and they can and do inflict severe bites if they are being handled and become frightened. Squirrel bites are particularly dangerous because squirrels can carry diseases such as rabies and tularemia.

25. Setting hens are of great interest to children, but they have been known to peck at eyes. They should be caged in such a way that children cannot reach them or be pecked at through the cage. If the children wish to touch the hen, they should be allowed to do so only under close supervision.

26. Unless children are very thoroughly acquainted with handling the animals in the classroom, they should never be left alone with them.

27. Some children are allergic to animal fur. If these children are known to be allergic, they should not be permitted to be near or touch the animals.

28. Classroom animals, with the exception of cats or dogs brought to school by

Feeding a squirrel is interesting to children. Squirrels can store a large amount of food in cheek pouches.



the pupils, should not be taken outside the school unless the area can be completely blocked off in such a way that inquisitive dogs cannot enter the area and try to get at the animals. Injuries to both pupils and the animals may occur if dogs can approach the animals.

Pet Shows

29. If pet shows are held in the school, great care must be taken to be sure all of the pets are under control at all times. An ordinarily friendly dog may become mean in the presence of other dogs and fight with them, thus endangering the people near them.

30. Friendly dogs may also become excited and snap if there is too much noise, chasing or crowding about by the children.

31. For obvious reasons, if cats are brought to the pet show, they should be kept well-separated from the dog section, and all animals present should be securely fastened or caged. The teacher must also be on the lookout for any sick pets the children may bring to the pet show.

Dangerous Pets

32. Children often bring a box to school containing some pet they found while outdoors. The fact that these "pets" may turn out to be anything from a deadly rattlesnake, a vicious snapping turtle or a tarantula to a harmless turtle, or garter snake must be kept in mind by the teacher.

33. Boxes brought in containing live animals, etc., of any kind should be opened

carefully in a cage constructed with closely-woven wire mesh. In this way any dangerous animal will be securely caged until it can be inspected and, if need be, disposed of safely.

34. Wearing a pair of heavy leather gloves is an added safety measure when opening boxes containing strange animals.

Other Pets

35. Since there are so many types of pets which may be kept in the classroom, space does not permit coverage of them all. Some of them are: bees, spiders, snakes, turtles, lizards, ducks, geese, guinea pigs and salamanders; and, if the demand warrants it, other data sheets will be written about them.

Other Safety Education Data Sheets now available are: (1) Bicycles; (2) Matches; (3) Firearms; (4) Toys and Play Equipment; (5) Falls; (6) Cutting Implements; (7) Lifting, Carrying and Lowering; (8) Poisonous Plants; (9) Electric Equipment; (10) Pedestrian Safety; (11) School Buses; (12) Flammable Liquids in the Home; (13) Passenger Safety in Public Carriers; (14) Chemicals; (15) Hand Tools; (16) Nonelectric Household Equipment; (17) Sidewalk Vehicles; (18) Camping; (19) Alcohol and Traffic Accidents; (20) Cooking and Illuminating Gas; (21) Solid and Liquid Poisons; (22) Safety in the Gymnasium; (23) Laboratory Glassware; (24) Places of Public Assembly; (25) Fireworks and Blasting Caps; (26) Domestic Animals; (27) Swimming; (28) Small Craft; (29) Play Areas; (30) Winter Driving; (31) Night Driving; (32) Winter Sports; (33) Traffic Control Devices; (34) Safe Conduct in Electrical Storms; (35) Poisonous Reptiles; (36) Motor-driven Cycles.

Data sheets from SAFETY EDUCATION are available at small fee from National Safety Council, 20 N. Wacker Dr., Chicago 6, Ill.

Pet shows, parades and other programs of interest help to stimulate children's interest in all pets.



Traffic Safety for Children

by KATHRYN SQUIER

W. C. YEAGER, principal and safety education supervisor of Whittier school, Sioux City, Iowa, visited my kindergarten class one day. Prompted by a report on the traffic safety work we were doing, he asked me to submit an outline of it to his safety committee. Here it is. I hope it will prove helpful to other teachers who are attempting such work among their elementary pupils.

I. Basic Understanding

- A. Traffic safety habits, attitudes and skills are important.
- B. Attitudes of watchfulness, carefulness and courtesy on the way to and from school are important outcomes in the teaching of traffic safety.
- C. The child needs to acquire information and skills for guarding himself against personal injury on his way to and from school and in his neighborhood.

MISS SQUIER is kindergarten teacher at Lowell school, Sioux City, Iowa.

II. Contributory Understandings

- A. Traffic safety attitudes.
 1. Respect traffic safety rules.
 2. Feel the necessity of crossing streets properly.
- B. Traffic safety habits—cross the street at the corner.
- C. Traffic safety skills—know how to cross the street at the corner.

III. Approaches

- A. Discuss a poster which illustrates traffic safety coming to school.
 1. What do you see in the picture?
 2. How are people being careful in the picture?
 3. Where is the safe place to walk, play and cross the street?
 4. How are the police helping?
 5. Talk about all the people in the picture.

Stop lights made in the classroom aid materially in the teaching of traffic safety to younger children.



- B. Discuss: "Have you ever seen an accident on the way to school?"
1. How are people careless?
 2. How do you come to school?
 3. What things must you do to be safe?
 4. Are there any signs to help you be careful?

- C. Stimulate interest in the unit by asking children to bring their playthings to school the next day.

(Scooter, wagon, tricycle, policeman's whistle, etc.)

Play crossing streets with electric light signs constructed and used in the school room.

Dramatize safe crossings in the school room and then cross safely at school corners.

- D. Excursions.

1. Take a walk in the school neighborhood.

2. Notice the traffic signs as you walk.

- E. Discuss "Do you know the policeman?"

1. How does he help you?

2. How do you recognize him?

3. How can you help him?

4. Do you think he ever sees careless children?

5. What do they do?

6. What does the policeman tell them?

- F. Movies: Traffic safety films.

IV. Vocabulary

New words may be added as unit progresses—a few are listed:

stop	light	get ready
go	red	traffic
danger	green	lights
safety	yellow	street crossings
policeman	listen	

V. Content—"Traffic Safety in the Street"

- A. Safety guides.

1. Learn name and street address.
2. Learn safety route to school and always follow it going to school or home.
3. Know the policeman.
4. Learn the meaning of traffic lights.
5. Follow the stop and go lights—walk across streets.
6. Learn to stay on sidewalks or at left side of road if there are no sidewalks.
7. Learn how to read simple signs—stop, go, danger, keep out.

- B. Other content may be studied in connection with safety in the street, at home and at play.

VI. Suggested Activities

- A. Make traffic safety signs, using laths and colored paper.

- B. Color traffic safety pictures.

- C. Make traffic safety scrapbooks.

- D. Make a movie on traffic safety.

- E. Make ink spatter showing traffic safety pictures.

- F. Learn and match colors—red, green and yellow.

- G. Make traffic safety posters.

- H. Illustrate traffic safety rhymes.

- I. Make traffic safety puzzles.

- J. Paint pictures.

- K. Paint mural traffic safety poster.

- L. Play traffic safety games.

- M. Practice traffic safety drills—use electric light signals.

- N. Dramatize poems and stories.

- O. Make toys and dramatize traffic safety rules.

- P. Bulletin board—bring pictures from newspapers or magazines to show how children must be careful coming to school.

- Q. Compose music for traffic safety poem.

- R. Learn traffic safety rhymes.

- S. Compose music for traffic safety rhymes.

- T. Bring materials for traffic safety exhibit.

VII. Culminating Activity

- A. Give an assembly program.

- B. Give radio broadcast on traffic safety.

- C. Invite other grades to see traffic safety program or hear radio broadcast.

- D. Give traffic safety exhibit.

- E. Invite parents to P-T-A. Give a traffic safety program.

- F. Show visual aid films during educational week.

VIII. Evaluation—Knowledge Gained

- A. To be good citizens, boys and girls should obey traffic safety rules and those who enforce them—policemen, patrol boys.

- B. It pays to obey traffic safety rules.

- C. To develop alertness, agility and muscular control through traffic safety guides.

- D. Better appreciation of traffic safety for themselves and others.

Teen-age drivers
a problem until
they agree—

But, Pop, I'll Be Careful

by WILLIAM H. FALTYSEK

THIS promise, or ones very similar, applies to the use of the family automobile and is echoed anew each year in about 2,000,000 homes in America. That is the number of boys and girls who annually reach driving age and who usually begin their driving careers with the family car.

Apparently, however, not enough of these promises are kept. The accident rate in the age group from 15 to 25 years is completely out of proportion to any other age group now operating automobiles. So high is this accident rate, in fact, that some insurance companies refuse cars *owned* by drivers age 25 or under, and if the family car is *operated* by drivers in the above age group, these drivers are either excluded from the risk or a much higher premium rate is charged.

With the increase of driver training courses which stress responsibility and attitude as well as technique, the 15-to-25 age group may eventually become our safest drivers. In the meantime immediate measures are needed.

A novel and result-getting start in this direction has been contributed by Berthold Woodhams, vice president of the Citizens Mutual Automobile Insurance company. Mr. Woodhams, who in a sense can be considered the foster father to a great many families—with respect to the family automobile, has originated a "Man-to-Man Agreement" and a "Dad-to-Daughter Agreement" program which promises to reduce materially the present high accident rate among the 15-to-25-year-old drivers.

With the idea in mind that any agreement in writing bears more weight than a verbal contract, Mr. Woodhams recently designed and copyrighted two legal-appearing, but not legally binding, agreements. They are the "Man-to-Man" agreement and a "Dad-to-Daughter" agreement, the latter an adaptation from the "Man-to-Man" agreement and identical in content. These agreements are for

the signature of sons and/or daughters with their fathers.

Signing the agreement makes the boys and girls who do so eligible to receive a membership card for use in forming a "Man-to-Man" or "Dad-to-Daughter" club. The cards state on the front side that the boy or girl whose name appears on the card has signed a driving agreement and is a member in good standing of either the "Man-to-Man" or "Dad-to-Daughter" club. The reverse side of the card restates the eight rules in the signed agreement. The membership cards are designed to be carried with the driver's license as a reminder of the safe driving practices agreed upon. Below are the eight rules.

I do promise:

1. That, knowing insofar as the law is concerned, my acts in using the car are the acts of my father, I will try to drive it as carefully and cautiously as he does;
2. That, because I am fully aware of the risks involved in driving after drinking, I will not allow the car to be driven by anyone who has been drinking any form of intoxicating liquor while the car is in my charge;
3. That I fully realize the car is not a plaything but a machine which has the power to kill and to injure, and I will not try to show off with it;
4. That I will not drive it at any time in excess of the speed limit specified on any city street or over 50 miles per hour on open highways;
5. That I will slow down and look both ways at all intersections even though I may have the right of way;
6. That I will not race with other cars regardless of how much of a temptation it might be to do so;
7. That I will not attempt to drive if I feel sleepy;
8. That I will obey all signs, street and

(Please turn to page 39)

MR. FALTYSEK is assistant to the Editor.

MRS. L. K. NICHOLSON

by MARIAN TELFORD



FOR those who worked with her in the interests of child safety, Mrs. L. K. Nicholson, vice president of Women's Activities of the National Safety Council and national chairman of the Committee on Safety of the National Congress of Parents and Teachers, was familiarly and fondly known as "Jennie." To her innumerable friends, Jennie's death, last June 6, was a great loss.

School administrators, public officials, organization representatives, industrial leaders and thousands of others will miss Jennie's youthfulness of spirit and outlook. She was ageless and a contemporary of anyone sharing her unflinching desire to be of service to children.

During the long years of unselfish service to her city, state and nation, she discharged the responsibilities of numerous offices with obvious competence, and constantly growing efficiency. She welcomed, with enthusiasm, every opportunity to be of help.

She was forthright in her expressions of opinions and consistent in her support of the principles and programs to which she had dedicated her time and abilities. She approached each new task, discharged every accepted obligation, with humility yet with a sense of humor that not only heightened the effectiveness of her personal efforts but was a source of constant stimulation to her associates.

Though incomplete, this list of her organizational contributions and affiliations will serve to indicate the scope of her interests. When death came, following six months' illness, she was vice president of Women's Activities; chairman for School and Community co-ordination, a subcommittee of the Elementary School committee; and a member of the School and College, Traffic and Transportation and Home Safety conferences of the National Safety Council.

She was the immediate past chairman of the National Committee on Safety of the National Congress of Parents and Teachers, and a member and past chairman of the National Committee for Traffic Safety.

She was a member of the joint committee of the National Congress of Parents and Teachers and the National Commission on Safety Education of the National Education Association. *Safely to School*, a joint publication of the latter two organizations, showed evidence of her influence in its development.

She was also a member of the Committee on Public Support of the President's Highway Safety conference.

The organizations to whose programs she contributed are the stronger for having had her help. The people with whom she worked are the wiser and more tolerant for having known her. With heartfelt appreciation of her work and her personality, we can do no less than agree with the citizen of her native state who said:

"There will be no need for the erection of a memorial to Jennie Nicholson. She built her memorial as she lived, in the hearts of all those with whom she worked in the cause of child welfare and safety—built it, too, in the lives she saved and the suffering and injury she prevented through her valiant efforts.

"Her death does not call for mourning, but for tribute to a life well used in the service of her fellow human beings."

MISS TELFORD is senior field representative of the school and college division of the National Safety Council.

We turned the school
hallways into highways
to teach the students

Highway Safety ON FOOT!

by TED L. TAYLOR

ON THE theory that safe driving begins on foot, 300 students of McBurney school took driving lessons in the school hallways recently.

The hallways of the three story school building were turned into highways complete with traffic signs, road markings and cops. In moving through the hallways at class breaks and the lunch period, the students obeyed such signs as "Stop" — "Intersection" — "Slippery When Wet."

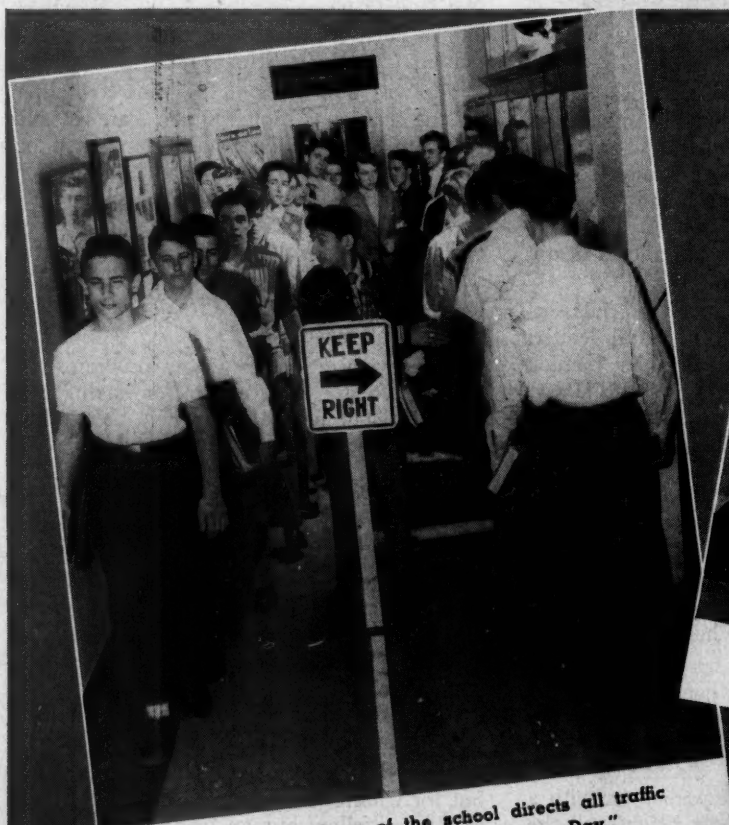
In the unusual application of simulated driving conditions, stairs were marked "Hill";

MR. TAYLOR is director of public relations of YMCA schools in New York, N. Y.

outside the library stood a sign reading "Quiet — Hospital Zone." The halls were marked off into lanes with tape. The students found that good walking can mean good driving.

Student patrolmen, members of the safety committee, were stationed in the halls to prevent running and jostling. Just to make it more realistic, the patrolmen gave out violations for offenses. The offenders were fined extra work and time after school.

Instructor Francis H. Ingoldsby, faculty adviser of the safety committee, commented, "If these future drivers can be taught safety rules while they are still pedestrians, they will certainly make the highway safer."



The safety patrolmen of the school directs all traffic through hallways on "Safe Driving Day."



One McBurney school student regret—he finds out that w

lieve in
lick pav



Traffic offenders are tried by the student council of this school. Penalties are given to each offender, according to his violation.



Student believe in signs, much to his chagrin. Slippery pavement don't mix.



Highway regulations are enforced by the student patrolmen, who handed out tickets for violations.

Accident rate totals
drop slightly during
last school year.

ACCIDENT TOLL: 1948

by JENNIE SPADAFORA

THE 1948 accidental death toll was approximately 98,000, a reduction of almost 1,600 from the 1947 total of 99,579. The death rate per 100,000 population was 67.1, the lowest rate in any year for which records are available.

However, even this record low rate does not fully measure the progress that has been made in the prevention of accidents, for it does not allow for changes that have occurred in the age distribution of the population. If allowance is made for these changes by adjusting the population in each year to the age distribution in 1940, the influence of age is held constant. The 1948 rate, thus standardized, is 65.3 as compared to the crude rate of 67.1.

Accidental deaths of children 5 to 14 years old numbered approximately 5,800 in 1948, or 4 per cent less than in 1947. The rate of 24.4 deaths per 100,000 children was the lowest rate for any age group and 8 per cent below the 1947 rate of 26.6.

Nevertheless, accidents continue to be the leading cause of death among young people. In 1947, accidents claimed seven times as many lives in the 5-to-14-year age group as either heart disease or pneumonia, which were the next most important causes of death; or three times as many as from heart disease and pneumonia combined.

MISS SPADAFORA is a member of the statistical division of the National Safety Council.

Motor-vehicle fatalities, 2,350, increased 3 per cent over 1947 and exceeded any other class of accidental death among children 5-to-14 years of age. Approximately 51 per cent of the motor-vehicle fatalities in this age group were due to pedestrian accidents, and 15 per cent were deaths resulting from collisions between bicycles and motor vehicles. Approximately 35 per cent of the pedestrian injuries and deaths occurred while the children were playing in the roadway. This action and "coming from behind parked cars" accounted for more than half of the injuries of child pedestrians.

There was no improvement in the record for children 5-to-14 years old in accidental deaths on home premises. The all-ages fatality toll rose 1 per cent, but among children 5-to-14 years old deaths increased 3 per cent to a total of 1,550. Details of home accidents for 1947 indicate burns as the leading cause of death in this age group, followed by fire-arms accidents and falls.

The record for deaths from public accidents not involving motor vehicles indicates a marked improvement over 1947. Although the all-ages total decreased 6 per cent, the reduction for children 5-to-14 years was even greater—19 per cent—to a total of 1,700. As public accident hazards are at a peak in vacation months, this indicates that the safety habits and attitudes they acquire in school were not dropped when school closed.

THE NATIONAL ACCIDENT FATALITY TOLL IN 1948

	All Persons		5-to-14 Years	
	No. of Deaths	Change from 1947	No. of Deaths	Change from 1947
All Accidents	98,000	-2%	5,800	-4%
Motor-Vehicle	32,000	-2%	2,350	-3%
Public Nonmotor-Vehicle	17,000	-6%	1,700	-19%
Home	35,000	+1%	1,550	-3%
Occupational	16,500	-3%	200	0

The motor-vehicle totals include some deaths also included in occupational and home. All figures are National Safety Council estimates.

**Lower
Elementary**

September, 1949

Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 5, ILL.

Teaching social studies, language arts and safety

Select Safest Route PEDESTRIAN SAFETY

QUIZ



Sketch S8708A

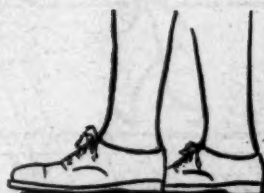
Copy and—

Underline the picture that is a correct answer. If pupils cannot read, the questions may be read to them. More than one answer may be correct.

1. How do you come to school?



2. When you cross the street use your



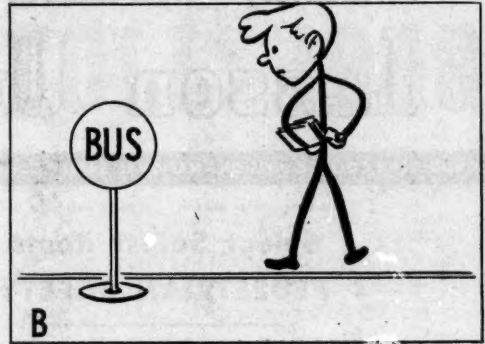
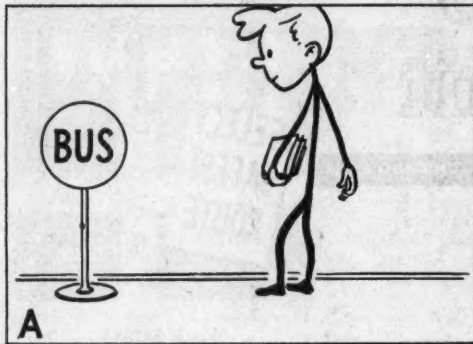
To Talk About

1. What is a route? What things make a route safe? (policeman, traffic light, little traffic, railroad overpass, etc.)
2. Which route to school is better—the shortest or the safest?
3. Is there danger on every school route? (streets to cross, driveways to cross, etc.)
4. Do you come to school by the safest route? Why is it the safest route?

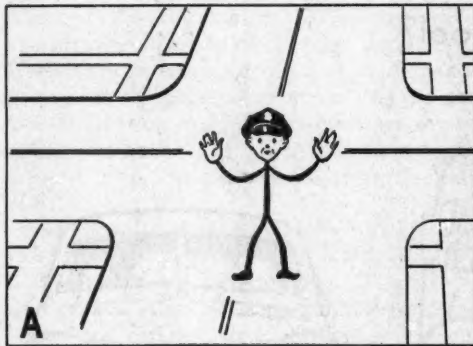
Prepared under the direction of Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. (Printed in U.S.A.)

SAFETY TEST

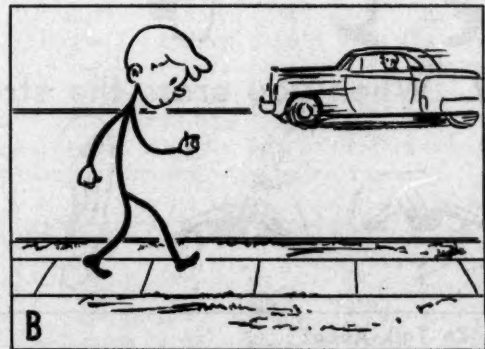
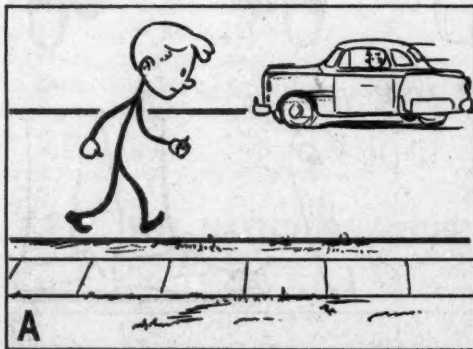
Copy and—Mark A or B



1. Where is it safer to wait for the bus?



2. Which corner is safer to cross?



3. Where is it safer to walk?

Answers to "Quiz"—1. Whichever answer is correct for the particular pupil, **2.** feet, eyes, ears.

Answers to "Safety Test"—1. A, 2. A, 3. B. Call attention to the fact that if there are no side-walks, you should walk on the left, facing traffic.

Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies and safety

Select Safest Route PEDESTRIAN SAFETY



Sketch S8708A

A Walking Test

Copy and—


Underline *all* correct answers.

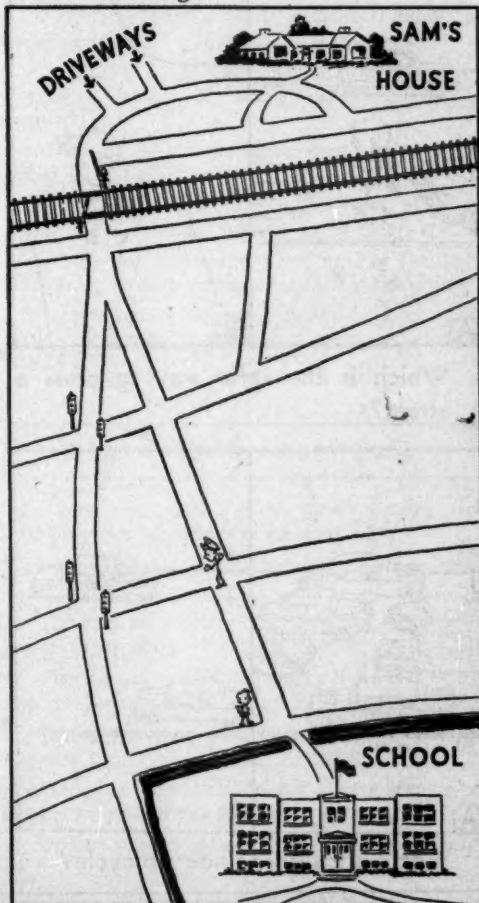
1. When you walk, you should use . . .
feet ears a stick eyes
2. The best route to school is the . . .
shortest safest longest
3. Always walk . . .
in the street on the sidewalk
4. It is best to cross intersections . . .
diagonally carefully on the run
5. When crossing a driveway, look out
for . . .
friends backing cars books
6. When crossing the street, you should
run walk talk
7. Cars going twenty miles an hour can
stop in about . . .
five feet ten feet twenty feet

Answers to "A Walking Test"—Note not only the correct answers but discuss why other answers are wrong. 1. feet, cars, eyes, 2. safest, 3. on the sidewalk, unless there are no sidewalks or side paths—walk, 4. carefully, 5. backing cars, 6. walk, 7. twenty feet. **Answers to "Pick a Safe Route for Sam"**—Cross railroad tracks where the gates are—where the street crosses the railroad tracks. An eye should be drawn here. If the route past the driveways is taken, an eye should be drawn in at each one. The safest route would be to cross at traffic lights and where there is a policeman or a patrol member.

Pick a Safe Route for Sam

Copy and—

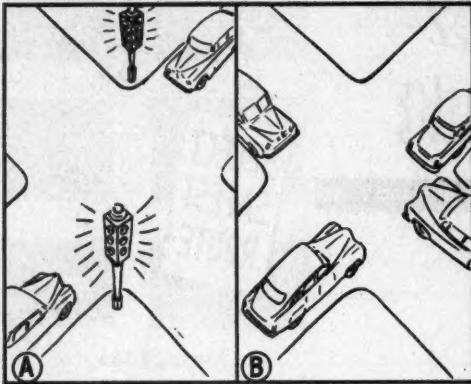
Draw in the safest route for Sam to take to school. Draw an eye  where Sam must be especially careful to see danger.



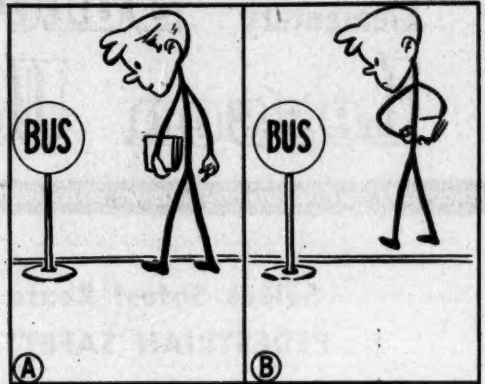
Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y.
1 to 9 copies of this unit, 3 cents each. Lower prices for larger quantities. Printed in U.S.A.

SAFETY TEST

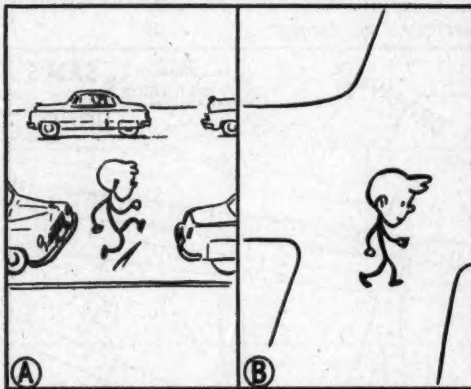
Copy and—Mark A or B



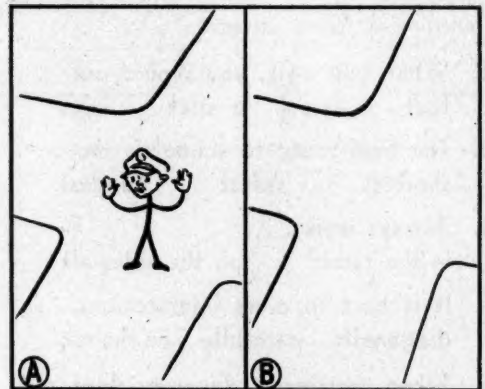
1. Which corner is safer?—



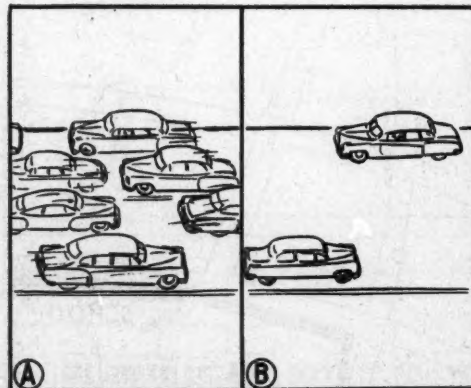
2. Where is it safer to wait for the bus?—



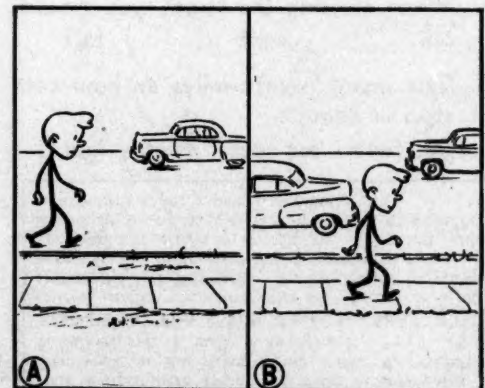
3. Which is the safer way to cross a street?—



4. Which corner is safer?—



5. Where is it safer to ride a bicycle?—



6. Where is it safer to walk?—

Answers to "Safety Test"—1. A, 2. A, 3. B, 4. A, 5. B, 6. B



Junior
High

Safety Lesson Unit

September, 1949

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 8, ILL.

For use in social studies, English and homeroom

Why Take a Chance?

So Little to Gain—So Much to Lose

THE ACCIDENT PROBLEM

A "Life-saving Story"

In the past 20 years the people of the United States have witnessed a spectacular drop in deaths of children. Here are some examples. Among children 5 to 14 years old:

In 1930, 19 out of 100,000 children died of pneumonia and influenza; in 1946, only 5 out of 100,000 died of these diseases.

In 1930, 12 children out of 100,000 died of tuberculosis; in 1946 fewer than 4 out of 100,000 died from tuberculosis.

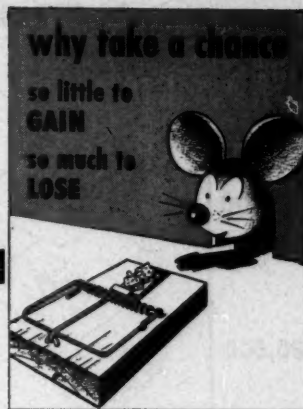
In 1930, 36 school-age children out of 100,000 died of accidents; in 1946, 29 out of 100,000 died accidental deaths.

Conclusions Based on "Life-saving story"

Mark true or false

- 1. Doctors have made great progress in saving children from death by disease.
- 2. Progress has been made in cutting the number of accidental deaths to children.
- 3. Just as much progress has been made in cutting deaths from accidents as in cutting deaths from disease.
- 4. The problem of accident prevention is of extreme importance to the American people.

Answers to "A. Life-saving story"—1. T, 2. T, 3. F, 4. T.
Answers to "88,000 Accidental Deaths"—elderly, more, should not, greater, more, More, Much, aged.



Sketch 8709A

Like the Mouse above—

Do you consider how little you have to gain and how much you have to lose by

... climbing over a picket or barbed fence instead of taking a minute to go to the gate?

... running across the street in the middle of the block instead of taking time to go to the corner?

... skating on thin ice rather than finding something else to do?

... running across the street in front of a bus rather than waiting a minute for it to go ahead?

... hurrying across the street against the light instead of waiting a minute for the light to change?

... standing on books or boxes or some other makeshift rather than taking time to get a sturdy ladder?

What I Think About Safety

On your own paper, write your opinion after studying the summary on the next page.

I think safety is a problem for American attention because _____.

The kind of accident that seems to me could be most easily avoided is _____.

The danger to children under five years of age seems _____.

Traffic safety in our community could be improved by _____.

Home accident hazards that I have seen in my home and the homes of my friends are _____.

What interests me about this problem of safety is _____.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.
1 to 9 copies of this unit, 3 cents each. Lower prices for larger quantities. (Printed in U.S.A.)

98,000 ACCIDENTAL DEATHS IN 1948!

Copy and—

Read carefully and cross out the incorrect word or phrase in the parentheses.

90,000

80,000

70,000

60,000

50,000

40,000

30,000

20,000

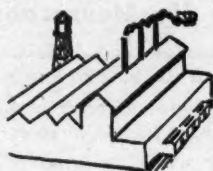
10,000



Public Nonmotor-vehicle—17,000 deaths

More drownings in public places occur among children 5 to 14 years old than among persons of any other age. Drownings among young people 15 to 24 years old are a close second. The great majority of deaths by falls occur among (young, elderly) persons. The firearm death total, 1,000, indicates the need for (more, less) emphasis by hunters on precautions against accidental discharge of firearms.

Occupational—16,500 deaths



Workers under 18 (should, should not) attempt factory or other hazardous jobs involving machinery. Trucks, railroad cars, and other types of vehicles cause the most fatal and permanent total disability accidents; machinery causes the most permanent partial disability accidents. (Some of the occupational deaths are also included in the total for motor vehicle deaths.)

Motor Vehicles—32,000 deaths



During 1948, 32,000 persons were killed in motor-vehicle accidents in the United States—2 per cent fewer than in 1947 and 19 per cent fewer than in 1937. In 1948, traffic volume was (less, greater) than in any previous year. Therefore the lower death total in 1948 resulted in the lowest annual death rate in history, 8.0 deaths per 100,000,000 vehicle miles. A comparison of the urban and rural death rates in terms of miles of travel showed that the rural death rate is almost twice the urban rate. It seems important to give (less, more) attention to rural highway safety. (More, fewer) pedestrians were killed while crossing the street between intersections than during any other single activity.

Home—35,000 deaths



The home accident death total for 1948 was the same as the total for the previous year. Looking at the home accident record from 1930 to 1948, it is evident that the death rate has not changed very much. (Much, Little) remains to be done about home accidents. The most important type of fatal home accidents was falls. Deaths from burns, scalds and explosions were next in importance, and affected mostly children under 5 and (aged, young) people. Mechanical suffocation accidents to infants have increased in recent years. Accidental poisoning killed more children under five than persons in any other age group. Deaths from accidental discharge of firearms in the home killed 350 children 14 or under, 330 young people from 15 to 24 and 570 persons over 25 years of age, in 1947.

Senior High Safety Lesson Unit

September, 1949

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, American history, American problems and homeroom

Why Take a Chance? **So Little to Gain—So Much to Lose**

THE ACCIDENT PROBLEM

What do you think about safety—that it is dull and unimportant or that it is interesting and vital?

It is true that some people do not like the subject of safety. They say that they are more interested in adventurous living than they are in safe living. But they should remember that the only purpose of safe living is to make it possible to live adventurously *longer* without disfiguring and disabling accidents! Safety experts do not recommend not driving an automobile, or not skiing, or not swimming—they want people to do all of the adventurous and interesting things of life *but* they want them to be alive and unhurt after each thrilling experience!

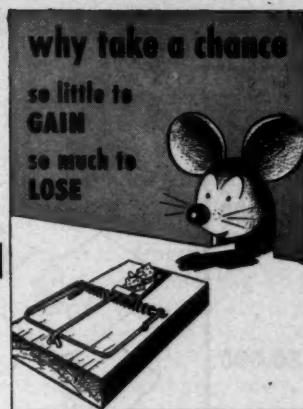
Consider the problem of child safety. Many young people of high school age are looking ahead to the time when they will marry and have children. They may be interested to know that the chief cause of death to children 1 to 4 years of age is accidents, the chief cause of death to children 5 to 9 is accidents, the chief cause of death to children 10 to 14 is accidents and the chief cause of death to young people 15 to 19 is accidents! Parents may worry about polio, tuberculosis, pneumonia, but accidents are by far the greatest killer. You may want to compare what the medical profession has done to cut the disease rate for children with what the public has done to cut the accident rate.

Among children 1 to 4 years old, in 1930, pneumonia and influenza killed 123 out of 100,000; in 1946, only 30 out of 100,000.

In 1930, whooping cough, measles and scarlet fever killed 55 out of 100,000; in 1946, they killed 6.

Accidents killed 63 out of 100,000 children 1 to 4 years old in 1930; 46 in 1946!

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Sketch S8709A

Practice in Making Dramatic Comparisons

Whether you become a writer of advertising copy or a reporter or a salesperson or an interesting conversationalist, the ability to make dramatic comparisons will be important. Try your hand on this project.

Write dramatic comparisons based on the above illustration — for example, "Like the mouse, do you consider how little you have to gain and how much you have to lose by hurrying across the street against the light instead of waiting a minute for the light to change?"

The best dramatic comparisons made by a member of your class might be publicized in the school paper or on the bulletin board.

Discuss Your Conclusions About Safety (after reading both pages of this unit)

1. Is the safety movement important?
2. Which facts are most startling to you?
3. Do you think that the public at large realizes the importance of safety?
4. How can young parents learn more about child safety?

Answers to "98,000 Accidental Deaths"—elderly, more, should not, greater, more, More, Much, aged.

98,000 ACCIDENTAL DEATHS IN 1948!

Copy and—

Read carefully and cross out the incorrect word or phrase in the parentheses.

90,000

80,000

70,000

60,000

50,000

40,000

30,000

20,000

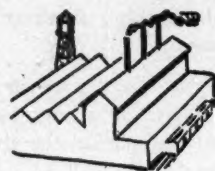
10,000



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PRE-COLLEGE

(Continued from page 3)

Two pronounced characteristics are concerned with our traffic problems. I refer to school bus safety and driver training courses.

In several state departments of education a special bulletin on school bus safety has been prepared. The Wyoming bulletin entitled "A Transportation Manual for Wyoming School Bus Drivers" is excellent. This bulletin, bearing the publication date 1946, contains references to a state law of 1939 authorizing the state board of education to formulate and enforce safety procedures in bus driving and operations. The rules and regulations contained in this bulletin appear complete and reasonable.

The movement to provide driver education and training in our high schools is nationwide. At least 15 state bulletins on this phase of safety education are now available. A few significant statements of present practices or trends are given here to indicate the emphasis being placed on driver education and training at this time.

Nationwide Movement

Completing the course in driver education and training is required for high school graduation in North Dakota. In Illinois, 780 high schools offered driver education courses, with 38 including behind-the-wheel training, prior to the war. Many are reinstating these courses. The Illinois Highway Patrol maintains eight full-time lecturers on traffic safety with a captain in charge.

Required Work

Eighty-one per cent, or 377 high schools in Wisconsin, in 1945 and 1946 had "A Program of Driver Education" and included it as a phase of the required work. In 31.9 per cent of Wisconsin's high schools it was included as a separate course.

In Oklahoma at least three state colleges have been giving short intensive courses in teacher education for high school teachers and classes in driver education and training. The 1947 legislature enacted a law which recommends that each high school offer courses in driver education and training. The director of curriculum in the office of the state department of education expects to develop a course in general safety to supplement driver training courses.

DISC JOCKEY

(Continued from page 10)

doubts as to the appeal of Ed's messages, the resulting letters he received asking about the elimination of the safety part of the program would erase all doubts. A large number of the letters were from school children. Here is what they had to say, "We have missed hearing about safety on your program for the past week or ten days and would like very much if you would start telling us about it again." . . . "I think it is very thoughtful for a radio announcer to be thinking of children and it also helps us start the morning safely." . . . "I miss your program very much. I like your stories and poems as well as the records you play. But the most important part of your program is when you talk about safety." . . . "We are glad that you remind us of our courtesy and safety laws." . . . "We have missed your courtesy and safety talks." . . . "I have missed hearing your program on safety in the past week or so and wish you would start talking about it again." . . . "I am glad you take time out to speak to all the children. I think you are so very nice."

Wanted on Air

This is the gist of the letters that poured in on Hudson. Needless to say, the safety "bits" were wanted on the air again.

Genial Ed Hudson is no longer on the air in the early morning. Someone else has taken his place and Ed now has other program spots later in the day. Other radio stations in and around York have followed his lead, and somewhere in this thriving industrial city young people and their parents learn of safety over some radio station almost every day in the week. Safety directors and administrators owe much to men like Ed Hudson and others like him who lend their word and support to the total program of safety education for all people at all times.

Radio stations all over the country might take a page from the York disc jockey's book. Instead of reading prepared script with cold factual, and often unlistened to, advice, turn some sincere, warm-hearted, well-informed young announcer loose on a microphone periodically to talk safety over *with* folks—not *at* them. Let him teach safety, not preach it, and above all, let him discuss it from the heart, not from a book of statistics.

PRECAUTIONS

(Continued from page 11)

Do you know what to do in case of an emergency?

These were questions asked by pupils at a meeting of our sixth-grade safety council. In discussing these questions, it was decided that each child should write down his own ideas of necessary rules for safety on the playground, and be ready to defend his ideas. It was further decided that a committee should then tabulate these rules, classify them and report to the safety council at the next meeting.

These things were done and at the meeting many rules of safety were presented. After a thorough discussion, certain of them were selected and tabulated according to their subject.

Here are the rules adopted by the group:

Safety Precautions for the Playground

I. Baseball

1. Be considerate of other children when playing ball.
2. Drop the bat after batting.
3. Stand a safe distance from the batter.
4. Watch the ball.
5. Be careful when chasing a ball into the street.
6. Play carefully. Wild balls are dangerous.
7. Avoid throwing a ball into the crowd.
8. Tape your bat handles.
9. Play ball a safe distance from equipment for little children.
10. Use your eyes and your ears.
11. Control your arm movements when using the bat.
12. If you are not playing, keep out of the way of those who are.

II. Bicycles

1. Put bicycles in the racks when you arrive at school.
2. Do not ride the bicycle on the playground.
3. Stay away from the bicycle racks when school is in session.
4. Walk your bicycle on sidewalks.
5. Observe traffic rules.
6. Don't race with your bicycle.
7. Keep your eyes and ears open. Be alert.
8. Never ride with more than one person on the bicycle.

III. Swings

1. Swing straight backwards and forwards.
2. When you leave the swing, stop its movement.

3. Remember it is dangerous to jump out of swings when they are still swinging.
4. There should be only one person in the swing at a time.
5. Be careful approaching swings in use.
6. Stand far enough away from the swings so you won't get hurt.
7. Wait your turn for a swing; do not push or shove.
8. It is dangerous to swing crookedly; you might knock someone down.
9. Sit in the swing; it is dangerous to stand up when you are swinging.

IV. Teeter Boards

1. Have only one playmate with you on the board.
2. It is dangerous to jump off when a playmate is on the other end.
3. Always tell your playmate what you intend to do.
4. Sitting is the only correct position on the teeter board.
5. The teeter is for your pleasure, but do not experiment or try tricks.
6. Be a good sport at all times.

V. Rings

1. Stand back when someone is using the rings.
2. While using rings, be careful.
3. Stop rings when you are through using them.
4. Be a good sport; wait your turn; give the other fellow a chance.

VI. Jungle Gym

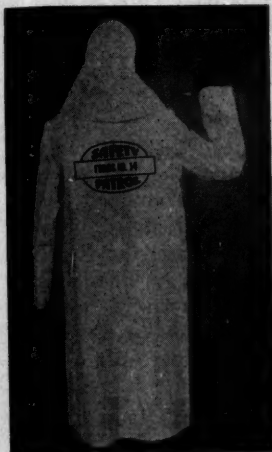
1. Help the smaller children use the jungle gym.
2. Do not play tricks on the jungle gym.
3. Be very careful not to step on hands and feet of other children.
4. Playing tag and jumping up and down on the jungle gym is dangerous.
5. Always hold on carefully.
6. Wait your turn.

VII. General Equipment

1. Stay off the top of playground apparatus and do not climb buildings.
2. Do not climb poles on the framework of the equipment.
3. Equipment—balls, bats, mats, bases—should be returned to the proper places.
4. Play games away from the playground equipment.
5. If an accident occurs report it at once.
6. Report any apparatus that needs repair.

IT'S TIME TO PREPARE

Start off the school year by outfitting your safety patrol with the best equipment and accessories.



We can supply all your needs from the many items we have listed.

Here are all rubber raincoats in white, yellow and black. Completely vulcanized and absolutely waterproof, they are suitable for year 'round wear. They are available with city, school or sponsor's name on back.



Illustrated above are colorful red and silver arm bands in the arm brassard style. Made of aluminum, they are curved to fit the arm. The arm bands come complete, furnished with leather strap.

Be sure to visit us in Booth 17, at the National Safety Congress Exposition, Sherman Hotel—October 24 to 28.



In all sorts of weather, Cpl. "Digby" warns motorists of school approaches. Five feet tall in vivid red, yellow and black enamel on heavy steel, it is an ideal standard used from coast to coast.

Widely used adjustable school safety patrol belts available in white web or white and yellow plastic. All hardware is made of rust-proof nickel. The belt is easily adjustable to fit anyone, and can be quickly cleaned.

We carry a complete line of safety patrol accessories. Write for our latest folder. Overseas caps — felt emblems — patrol buttons — caution flags — rainwear — armbands — rubber footwear — and the "Corporal Digby" safety sentinel.



GRAUBARD'S

"America's Largest Safety Patrol Outfitters"

266 Mulberry St., Newark 3, N. J.

Safety NOTES

ANNOUNCEMENTS

Chicago, Ill.—The driver education and training section of the National Safety Council has elected for one year—as chairman—Dr. Nathaniel O. Schneider, director of the school and college division, New Jersey State Safety Council, and—as secretary—George P. Silverwood, director of safety, Green Bay public schools.

Three new members of the executive committee who will serve three year terms are: M. R. Darlington, Jr., managing director of the Inter-Highway Safety Committee; W. Arch Bryce, director, division of public safety, university extension, University of Toronto; and George P. Farkas, director of physical education, health and safety, Indianapolis public schools. All of the newly elected will take office at the 37th National Safety Congress and Exposition to be held in Chicago, October 24-28.

TRAFFIC LIGHT INSTRUCTOR

Traffic Light Instructor considered by leading safety directors as a most effective way to instruct children on actual operation and function of street traffic signals.

Being used with high degree of success in kindergarten and elementary schools.

All steel construction — a four foot high replica of a regular traffic light.

Red, amber and green lights operate in accordance with standards for uniform traffic control devices.

Packed all assembled and ready to use. A.C. operated: For use in the classroom or wherever 110 volt A.C. electric current is available. List price \$24.75.

— Immediate delivery —

SCHOOL SAFETY LIGHT CORPORATION

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Cleveland 14, Ohio



New York, N. Y.—Marland K. Strasser, former assistant educational director of the accident prevention department of the Association of Casualty and Surety companies, was made director of the department July 1. Mr. Strasser succeeds Harold R. Danford who resigned to become supervisor of health, physical education, recreation and safety for Pinellas county, Florida.

ERIE Safety Magic

Chicago, Ill.—“Now you see it; now you don’t.” A rope “magically” grows long or short. And coins or thimbles appear and disappear in mid-air in a combined magic show and safety talk sponsored by the Erie railroad and recently presented at the National Safety Council by Lt. Thomas M. Brown and Capt. R. P. Steen of the Erie Railroad police department. The show and the safety talk are adaptable to almost any age group and deal with railroad trespassing.

According to Lt. Brown, 10 years ago there were from 38 to 40 juvenile fatalities per year attributable to railroad trespassing. This figure has now been reduced to one per year. Six full-time safety men give safety talks and show safety film to schools and civic groups throughout the country.

GROWING SAFELY

(Continued from page 6)

RECREATION SAFETY ACHIEVEMENT TABLE

The Pupil:	Kd.- 3	4- 6	7- 9	10- 12
1. Chooses game suited to age and physical development	x	x	x	x
2. Wears suitable clothing; looks to safety of apparatus, equipment and instrumentalities; wears protective equipment when called for; suits games to equipment	x	x	x	x
3. Chooses safe places to play: considers physical and traffic hazards; avoids caves, railroad tracks and high places	x	x	x	x
4. Is conscious of need of orderliness and good housekeeping: puts play equipment away; picks up glass, removes hazards	x	x	x	x
5. Avoids throwing or shooting objects that might injure person or property of others: stones, balls, arrows, guns	x	x	x	x
6. Knows enough not to take a dare	x	x	x	x
7. Realizes relationship of good sportsmanship to safety: takes care of younger children; co-operates in team games; obeys rules and leaders	x	x	x	x
8. Avoids running games after dark	x	x	x	x
9. Avoids trespassing	x	x	x	x
10. Constantly improves in skills	x	x	x	x
11. Recognizes seasonal dangers, such as: sled riding, kite flying, Halloween	x	x	x	x
12. Recognizes and avoids poison ivy and poisonous snakes	x	x	x	x
13. Avoids eating unfamiliar berries and mushrooms; avoids drinking untested water	x	x	x	x
14. Avoids excessive sun exposure	x	x	x	x
15. Avoids playing close to rivers or lakes	x	x	x	x
16. Avoids playing with strange animals	x	x	x	x
17. Knows what to do in event of a thunderstorm	x	x	x	x
18. Always hikes with a companion	x	x	x	x
19. Knows how to build and extinguish a campfire properly	x	x	x	x
20. Knows danger of forest fires and nature of forest conservation	x	x	x	x
21. Recognizes and avoids blasting caps and explosives	x	x	x	x
22. Knows water safety rules for swimming and boating	x	x	x	x
23. Knows how to swim	x	x	x	x
24. Knows hunting safety rules	x	x	x	x
25. Understands social problem of recreational accidents	x	x	x	x

FIRST AID ACHIEVEMENT TABLE

The Pupil:	Kd.- 3	4- 6	7- 9	10- 12
1. Reports all injuries, however slight to older person, or person qualified in first aid	x	x	x	x
2. Keeps injuries clean	x	x	x	x
3. Goes to a doctor in case of dog bites	x	x	x	x

4. Knows contents of a simple First Aid kit	x	x	x
5. Knows simple first aid measures for minor injuries, such as: blisters, bruises, slight burns, cuts and scratches, fainting, sunburn	x	x	x
6. Recognizes infection	x	x	x
7. Knows how and where to obtain medical care in emergencies	x	x	x
8. Knows how community is organized for First Aid and medical emergencies	x	x	
9. Has completed Junior First Aid course of American Red Cross, or equivalent	x	x	
10. Has completed Standard First Aid Course of American Red Cross, or equivalent			x

School Shop

(Continued from page 9)

dent reports are made in detail on every injury occurring in the shops. Frequent analyses of these reports and frequent summarization of them can mean better precautions against accidents. If the analysis revealed a number of accidents involving breakage of grinding wheels, steps would presumably be taken to require tool rests to be kept closer to the grinding wheels and some more adequate wheel inspection be put into operation.

2. The situation in Detroit school shops is different from that found generally. The large amount of machine and power equipment is natural for this urban school system in one of the nation's great manufacturing centers. It presents special problems in safety which have not yet been solved. Detroit has its own individual safety problems.

3. We need some investigation of the effective safety instruction methods.

4. We could point out the danger spots which were disclosed by our survey which need greater attention. This would mean some special provisions to meet the challenges of safety found in the early and later months of each semester, in the use of machine tools, in the mishaps of elementary school shops and the concentrated dangers for fingers, hands and eyes.

Now that we have seen the Detroit record which is quite unique, how can we best analyze our accident situation?

No program of accident prevention instruction can hope to be successful unless it is geared to meet the needs of the particular community and the individual school.

Can we plan our local school safety program on national surveys and studies? Yes, but we must adjust the program to our need.

Safety NOTES

ESTEE SAFETEE

Gloversville, N. Y.—Samuel Scott, advisor of the Estee Junior High School Safety Council, writes that other high schools should follow the example of Estee and put safety on a competitive basis.

One of the programs which the Council has inaugurated this year is the safety contest. Through co-operation of the art and English departments, the Council is promoting competition in posters, cartoons, illustrations, essays, poems and slogans. The themes must deal with safety. The range varies with the ingenuity of the boy or girl.



Samuel Scott, advisor of the Estee Safety Council.

¿HABLA ESPAÑOL?

New York, N. Y.—Captain Joe Parrott, Inter-American Safety Council, has made arrangements for the publication and distribution in 21 Latin American countries of a Spanish edition of a school shop manual recently published in this country by the New York Board of Education and the Greater New York Safety Council.

SCHOOL CROSSINGS MEAN CAUTION

Pasadena, Calif.—“School crossings mean caution—drive slowly!” says Frank A. Jones, managing director of the Pasadena district chapter of the National Safety Council. Mr. Jones adds: “This traffic safety axiom was brought forcefully to the attention of motorists in our city.”

Speeds were checked by an electronic-speed detector, operated by police and safety offi-

cials, in the vicinity of a dozen public and parochial schools.

Motorists exceeding the prescribed 15 mile-per-hour California speed limit in school zones were stopped by police officers. Offenders were courteously advised of their violations by Legionnaires from a local post, in co-operation with the safety council, in a child safety in traffic campaign. A smile, a friendly warning, and an appeal to “slow down—and give the kids a brake” took the place of official traffic citations.

During the check, a total of 7,910 vehicles tripped the counter of the traffic control device. And 4,318 cars, or 54 per cent of the total traffic that passed the electronic watchdog, traveled at speeds in excess of 20 miles per hour, the index speed set into the machine to allow motorists the customary five-mile-per-hour leeway.

On the first day of the tests, between the hours of 8:30 a.m. and 1:30 p.m., 936 motorists passed over the rubber impulse tubes of the checking device. Four hundred fifty-seven drivers, or 49 per cent of all passing traffic, were recorded as violators. Percentages varied in the various localities. A low of 36 per cent violations was recorded in one area, while a high of 88 per cent was recorded in an area in which a school is located on a state highway.

The results were not particularly complimentary to a motoring public that prides itself on its community traffic safety effort. Both the local radio and press gave the campaign wide publicity. By the end of the first week, operators of the speed device reported that the motoring public was actually slowing down—to give the kids a brake.

Oddly enough, many of the violators were mothers hurrying their children to school.

The instrument used in the checking demonstration is a recent electronic development in the field of traffic control. It can be used to detect violators driving at speeds from 20 to 70 miles per hour. Vehicles passing over two rubber tubes laid across the traffic lane at 15 foot intervals transmit impulses of front-wheel impact, recording results on a meter device located at the curb. If that set speed is exceeded, as determined by a series of triggered electronic relays, the instrument flashes a violation light signal which can be observed by traffic officers stationed several hundred feet down the street.

A total count of all passing traffic, as well as the number of violators, is recorded by the device.

Mechanical speed checkers are illegal in the state of California for the purpose of issuing citations for moving violations. But local traffic authorities and safety officials confirm the usefulness and value of these electronic tests. They serve as an object lesson to remind speeding motorists of their responsibilities as drivers.

TOYS AND ROAD SENSE FOR YOUNG AUSTRALIANS

Melbourne, Australia. — New safety toys for children help teach traffic safety. Betty Gill, a young Melbourne journalist attached to the Australian department of information, has the following to report on the use of novel toys in teaching road sense to young Australian boys and girls.

With the miniature toys and signs, built to conform in shape, color and layout with the Standard Association of Australia road guide laws, children can while away many a pleasant hour. They can plan an exciting journey in modern, sleek motor cars.

Busy city intersections can be duplicated on the kitchen table, with mother giving practical advice on the layout of the suburban shopping center, adding a firm reminder that little children should look both ways and for turning cars before crossing the road.

By becoming familiar with the signs, children will have no difficulty in picking out landmarks on their daily journeys to school or on pleasure trips to the city.

The toys were designed by two Melbourne men who, by experience with their own children, found that the youngsters liked to play with toys which simulated everyday activities.

The range of toys includes railway signals, level crossings, red triangle warning signs, trains, fire engines and mechanical policemen who direct traffic just as ordinary policemen do.

A fire alarm teaches children what to do in case of fire.

The safety council distributes the toys throughout kindergartens and schools. Tentative proposals are that consecutive, interchangeable sets will be available for children in various age groups. Window displays will also be arranged.

Safety Education for September, 1949

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size. The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.



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Per Dozen	\$5.00	Lots of 50	28c each
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Dull finish black rubber, sizes 6 to 16. Safety Patrol Caps made to order. Blue, Black and Red.

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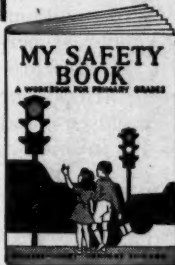
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MY SAFETY BOOK—workbook for primary grades. Pictures to color. Safety stories—most effective. Size 8"x10 1/2". 48 p. 59 illus. Ea. 40c. Doz. \$4.

SAFETY POSTERS—12 pictures to set, to color. Size 8 1/2"x11". Set 35c.

HECTOGRAPH SAFETY BOOK—49 drawings to be colored to illustrate 28 stories. Ea. \$1.20.

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SAFETY IN THE WORLD TODAY—a new book for grades 7-8-9. 304 pages, 133 illus. Each \$1.40.

IT'S FUN TO BE SAFE—a new story book for grades 3-4-5. 192 pages, 44 illus. Each \$1.08.

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Views REVIEWS

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● BOOKS AND PAMPHLETS

SAFETY MANUAL FOR SCHOOL LUNCHROOMS OF DETROIT. Department of School Lunchrooms, Detroit Public Schools. 43 pp. Illustrated. Detroit, Mich.: The Board of Education. 1949.

Long realizing the need for a safety manual for its school lunchrooms, the Detroit Board of Education and the Lunchroom Department have published such a manual in outline form.

With strong emphasis on good housekeeping practices, the first section of the two-part manual gives: a) complete coverage on the precautions necessary for accident prevention in the lunchroom, and b) first aid.

The second section contains the proper procedure for reporting accidents—both serious and minor, a page for entering names and phone numbers of people to be called in an emergency, and a bibliography.

INSURANCE COMMITTEE REPORT ON INSURING THE ON-THE-JOB LIABILITY OF SCHOOL EMPLOYEES. *Bulletin No. 12.* 99 pp. Kalamazoo, Mich.: The Association of School Business Officials. 1949.

The purpose of this study is to point out the present status of school employee personal liability risk, steps so far taken to protect the employee, recommendations for further protection of school employees, and procedures to permit recovery for injuries.

MANUAL FOR WELDING TEACHERS. *Publication No. 337.* Edited by A. D. Althouse. 71 pp. Detroit, Mich.: The Board of Education of the City of Detroit. 1948. \$2.50.

This manual was prepared for the Detroit schools to establish standard procedure for setting up, handling and maintaining equipment; supply requisitioning; recording, storing and handling oxygen and fuel cylinders. There is a section covering safety procedures which includes a general safety test and welding safety tests.

LEARNING TO DRIVE SAFELY. A. R. Iauer, Ph.D. 145 pp. Illustrated. Minneapolis, Minn.: Burgess Publishing Company. 1949.

An excellent step by step approach to driving, this book is designed to develop, in a progressive manner, the student's knowledge, confidence and skill—and proper attitudes. Separate lesson units make possible any length of course from ten lessons upward.

PLANNING AND MODERNIZING THE SCHOOL PLANT. Merle A. Stoneman, Knute O. Broady and Alanson D. Brainard. 328 pp. Illustrated. Lincoln, Neb.: University of Nebraska Press. 1949.

A guide, particularly for the small community, will aid school administrators and board of education members to analyze and solve school plant problems. Safety is mentioned many times but more often implied.

INDUSTRIAL TRAINING ABSTRACTS. *Quarterly. Vol. III. No. 1.* Wayne University. 43 pp. Detroit, Mich.: Wayne University Press. Spring, 1949. 75 cents per copy. Annual subscription, \$2.

These industrial training abstracts are numerous and cover: worker training; foreman and supervisory training; training methods and evaluation; training relations; special subjects training; and related personnel methods.

SWIMMING FOR THE AVERAGE PERSON. Stephen J. Brune. 74 pp. Illustrated. Seattle, Wash.: Metropolitan Press. 1946. \$1.

This simplified, natural approach to safe, scientific swimming practices and procedures is amply illustrated.

A MANUAL FOR BABY SITTERS. Marion Lowndes. 168 pp. Boston, Mass.: Little, Brown and Company. 1949.

The manual deals comprehensively with virtually every technique, contingency or essential rule for safe baby sitting.

COLLEGE AND UNIVERSITY TRAFFIC TRAINING. National Commission on Safety Education. 12 pp. Washington, D. C.: National Education Association. 1949. 20 cents.

The booklet was developed at the workshop on college and university traffic training held in July, 1948, at Northwestern university as a part of the Tenth National Institute for Traffic Training.

• VISUAL AIDS

ACCIDENTS DON'T HAPPEN, Part 5. 16 mm. sound motion picture. Chicago, Ill.: National Film Board in Ottawa, Chicago office. 10 minutes.

Humorously portraying an accident which did not happen in an industrial shop, this film brings out the need for correct protective clothing for the job. The seriousness of the message is brought more sharply home through the lively portrayal presented in the film.

SMART DRIVING. 16 mm. silent filmstrip. Manual included. Washington, D. C.: National Commission on Safety Education of the National Education Association and the National Highway Users Conference. 54 frames.

Beneficial changes brought about by the advent of motor vehicles, and the problems which have arisen along with the progress of the automobile advances, are brought out clearly in this filmstrip. Pedestrian rules are also included. Such a filmstrip could be used as an introductory guide in the field of driver training.

I'LL BE CAREFUL

(Continued from page 18)

highway markings, signal lights and other traffic regulations."

The above rules not only are applicable to the 15-to-25-year old drivers, but they also include the fathers, and should give them food for thought about their own driving.

What father in his right mind is going to suggest that his son or daughter sign such an agreement and promise to obey its terms and then turn right around and completely nullify the agreement's value by breaking the rules himself? For instance, rule number one becomes ridiculous if Pop goes zooming along breaking every rule in the book. Signing the agreement should go a long way towards compelling the parents to set a good example behind the wheel.

Mr. Woodhams has requested the Inter-Industry Highway Safety committee, an organization of the automotive and allied industries, to be his agent and handle the agreements on a national scale. The program is also sponsored by the National Automobile Dealers association in co-operation with the National Committee for Traffic Safety.

Safety Education for September, 1949

PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY



Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled—Adjustable—Easily Cleaned.

Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs and School Authorities Everywhere

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Motion Picture Projector:** Information on the "400" single case motion picture projector. In a handy carrying case, it contains a standard 16mm sound motion picture projector, ready for easy and quick use. Radio Corporation of America.
2. **"Our Flag":** A folder illustrating a full line of flags. Shown in color are various outfits with our national flag, presentation flags, church flags, banners, pennants and flags for organizations. Stands, holders and poles are also included. Graubard's.
3. **"6 for Safety":** A brochure on six accessories for safety patrols. Items include raincoats, belts and caps, banners, arm bands, badges and safety sentinels. American School Supply Co.
4. **"For Absolute Safety":** A catalog folder of playground and gymnasium equipment for all needs. Items include slides, swings, diving boards, life buoys, life guard chairs and other pool equipment as well as locker room accessories. American Playground Device Co.
5. **"Better Traffic Control for Schools":** A brochure on plastic patrol belts, rubber flags, rainwear and caps for outfitting school safety patrols. M. F. Murdock Co.
6. **Film Catalog:** Catalog of U. S. Government films for school and industry that include films on science, nature study, farming, gardening, forestry, home economics, as well as shop work of all kinds, radio, aviation, first aid and medicine are among the more than 1,000 visual aids. Castle Films.
7. **"Mercurochrome—Its Use in First Aid":** The story of mercurochrome, the work of bacteria in causing infections and how mercurochrome is used to combat infection is related in this book. Hynson, Westcott & Dunning, Inc.

SAFETY EDUCATION

SEPTEMBER, 1949

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Lesson Unit Themes

FOR the convenience of the teachers who use the monthly safety lesson unit outlines printed in SAFETY EDUCATION, we are printing the slogans and themes for the present school year. This is done in order to aid the teachers in planning their outlines.

ELEMENTARY

Month	Slogan	Theme
September	Select Safest Route	Pedestrian
October	Flammable Materials + Sparks = Fire	Fire
November	Agree on Rules	Recreation
December	Be Safe	This Holiday Christmas
January	Pick Up For Safety	Home
February	Wear Light	Pedestrian
	Clothes For Dark Days	
March	Stand Back From Recreation	The Batter
April	Keep To The Bicycles	Right
May	Keep Your Seat	Vacation
	In A Boat!	

SECONDARY

Month	Slogan	Theme
September	Why Take A	Over-all
	Chance, So Little	Problem
	To Gain, So Much	To Lose
October	Easy To Start, Fire	Hard To Stop
November	Sudden Stops	Driving
	• Invite Collisions	
	• Show Inexperience	
December	Always Use	Home
	Guards	Workshops
January	Safety Rules Are	Employment
	For Your Protec-	tion
February	Keep Things Ship-	Home
	shape For Safety	
March	The Safe Driver	Driver
	Heeds Signs	Responsibility
April	It's Not A Toy!	Motor-driven
	Heed The Rules	Cycles
	Of The Road	
May	Get In The Swim	Vacation
	Learn To Swim	

Safety Education for September, 1949

WANTED: Effective
 safety teaching aids.
 Must be inexpensive.
 easy to use.

*Here's the
 National Safety
 Council's Answer*

SCHOOL ADMINISTRATIVE SERVICE

The above "want-ad" is a composite statement of the needs of thousands of teachers who have written the Council for assistance.

Working from these general requirements, the Council's School and College Division designed the new School Administrative Service to give teachers and schools the type of material they want at a price well within their budgets.

EFFECTIVE—These 11 key periodicals are prepared with the help of outstanding educators; the safety education methods and techniques suggested are the end-products of their years of experience in teaching result-producing safety courses.

INEXPENSIVE—Costs only \$5.00 for one year. You save 24% by buying these materials as a unit. And, even more important, you are accorded full Council membership privileges: advice on conducting your school program, limitless use of the Council's library, participation in annual School and College activities. Your name is added to our list to receive samples of new school safety materials.

- ★ Safety Education magazine
- ★ Safety Beacon newsletter
- ★ Safety Scope newsletter
- ★ Safety Sentinel newsletter
- ★ Student Safety Organization newsletter
- ★ School Shop Safety newsletter
- ★ Accident Facts
- ★ Congress Transactions, Volume 28
- ★ National Directory of Safety Films
- ★ Safety Education Memos 2 & 2A

EASY TO USE—Materials contain detailed teaching suggestions, safety lesson unit outlines, bibliographies, safety problems and solutions, accident statistics—everything you need; yet you are saved many hours of research and preparation.

WRITE NOW for a complete description of this flexible new Service and your copy of the complete catalog of school materials and services.

NATIONAL SAFETY COUNCIL

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Do not neglect wounds, however small; even scratches and small cuts may become infected if they are not properly treated.

'Mercurochrome' (H. W. & D. brand of merbromin, dibromoxymercurifluorescein-sodium) is one of the best antiseptics for first aid use. It is accepted by the Council on Pharmacy and Chemistry of the American Medical Association for this purpose.

The 2% aqueous solution does not sting and can be applied safely to small wounds. Children do not hesitate to report their injuries promptly when 'Mercurochrome' is the household antiseptic, because they know that they will not be hurt. Other advantages are that solutions keep indefinitely and the color shows just where it has been applied.

Doctors have used 'Mercurochrome' for more than 28 years.

Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

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